

**For Reference**

---

**NOT TO BE TAKEN FROM THIS ROOM**

# For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAEISIS











Thesis  
1966(F)  
#103

THE UNIVERSITY OF ALBERTA

A SURVEY OF SUPERVISORY ASSISTANCE AS PERCEIVED  
BY BEGINNING TEACHERS IN SELECTED URBAN  
HIGH SCHOOLS IN ONTARIO

by

William Russell McGillivray

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

JULY, 1966



UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The high rate of dropouts among students  
has been partly blamed on lack of guidance during the  
crucial first year. This, coupled with the severe shortage  
of secondary The undersigned certify that they have read,  
and recommend to the Faculty of Graduate Studies for  
acceptance, a thesis entitled A SURVEY OF SUPERVISORY  
ASSISTANCE AS PERCEIVED BY BEGINNING TEACHERS IN  
SELECTED URBAN HIGH SCHOOLS IN ONTARIO, submitted by  
WILLIAM RUSSELL MCGILLIVRAY in partial fulfilment of  
the requirements for the degree Master of Education.



## ABSTRACT

The high rate of retirement of beginning teachers has been partly blamed on lack of assistance during the crucial first year. This, coupled with the serious shortage of secondary school teachers in Ontario would seem to indicate a need for study of the problems of beginning teachers to ascertain how satisfactorily present supervisory help is helping to solve these problems.

The present study was designed to discover the adequacy of the supervisory programme in three large urban centres in Ontario. The Beginning Teachers Questionnaire was administered to ninety unqualified teachers, fifty qualified teachers, and twenty-five principals and supervisors. Ranks and scale values for twenty-two problems commonly experienced by beginning teachers were calculated on the criterion of seriousness of the problem, and on the criterion of help given with the problem.

Both teacher groups and the principal-supervisor group were in general agreement that the most serious problems were in the area of "Classroom and Teaching Problems", and the least serious were in the area of "Community and Role Adjustment Problems".



Although all groups agreed that the most help was being given in the general areas of most need, there was disagreement about the degree to which the help was meeting needs with specific problems. Principals and supervisors generally indicated that they believed most help was being given with the most serious problems, while teachers frequently indicated that they did not agree with this.

More help was required, according to the teachers, with the following: (1) Improving teaching methods; (2) Understanding and motivating adolescents; and (3) Familiarizing themselves with their pupils' background.

Teachers reported that they had received most help from fellow teachers and department heads, and least from principals and Board supervisors. In spite of apparent dissatisfaction with supervisory assistance, however, most teachers said that they liked teaching and intended to remain in the profession.

As a result of the study it was recommended that present in-service programmes be altered to include more help with areas of need indicated in the study, and that further studies be conducted in other areas to ascertain differences and similarities of supervisory needs in different types of schools and different communities.



## ACKNOWLEDGEMENTS

The writer would like to thank his advisor, Dr. D. A. MacKay, and the other members of his committee, Dr. E. Miklos, and Dr. E. W. Buxton, for their helpful suggestions and constructive criticism during the conducting and reporting of this study.

Appreciation is also expressed to the superintendents, principals, and teachers of the cities used in the study, for their willing co-operation and interest.



## TABLE OF CONTENTS

| CHAPTER  | PAGE |
|--|------|
| I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . . . . | 1    |
| The Problem . . . . .                                  | 1    |
| Statement of the Problem . . . . .                     | 1    |
| Statement of the Sub-Problems . . . . .                | 2    |
| Background of the Study . . . . .                      | 3    |
| The Value of the Study . . . . .                       | 5    |
| Definitions of Terms Used . . . . .                    | 6    |
| Supervision . . . . .                                  | 6    |
| Supervisor . . . . .                                   | 6    |
| Beginning teacher . . . . .                            | 6    |
| Qualified teacher . . . . .                            | 7    |
| Unqualified teacher . . . . .                          | 7    |
| Overview of the Thesis . . . . .                       | 8    |
| II. REVIEW OF THE LITERATURE . . . . .                 | 9    |
| Orientation . . . . .                                  | 9    |
| In-Service Programmes . . . . .                        | 16   |
| Effects of Supervision on Morale . . . . .             | 29   |
| Summary of Chapter II . . . . .                        | 34   |
| Orientation . . . . .                                  | 34   |



| CHAPTER  | PAGE |
|--|------|
| In-service programmes . . . . .                            | 35   |
| Effects of supervision on morale . . . . .                 | 36   |
| III. METHODOLOGY . . . . .                                 | 37   |
| The Samples . . . . .                                      | 37   |
| The Instrument . . . . .                                   | 41   |
| The method of paired comparisons . . . . .                 | 42   |
| Assumptions . . . . .                                      | 47   |
| Research Hypotheses . . . . .                              | 47   |
| Operational Hypotheses . . . . .                           | 48   |
| Summary of Chapter III . . . . .                           | 51   |
| The samples . . . . .                                      | 51   |
| The instrument . . . . .                                   | 51   |
| Hypotheses . . . . .                                       | 52   |
| IV. ANALYSIS OF THE DATA (MORE SERIOUS PROBLEMS) . . . . . | 53   |
| General Problems . . . . .                                 | 54   |
| The frequency matrix . . . . .                             | 54   |
| The proportion matrix . . . . .                            | 57   |
| Normal deviate matrix . . . . .                            | 57   |
| Tests of significance . . . . .                            | 65   |
| Correlation . . . . .                                      | 65   |
| Concordance . . . . .                                      | 67   |



| CHAPTER                               | PAGE |
|---------------------------------------|------|
| Commentary . . . . .                  | 67   |
| Classroom Problems . . . . .          | 69   |
| Tests of Significance. . . . .        | 70   |
| Correlation . . . . .                 | 70   |
| Concordance . . . . .                 | 72   |
| Commentary . . . . .                  | 72   |
| School Orientation Problems . . . . . | 74   |
| Tests of Significance . . . . .       | 74   |
| Correlation . . . . .                 | 74   |
| Concordance . . . . .                 | 76   |
| Commentary . . . . .                  | 77   |
| Subject Matter Problems . . . . .     | 78   |
| Tests of Significance . . . . .       | 80   |
| Correlation . . . . .                 | 80   |
| Concordance . . . . .                 | 81   |
| Commentary . . . . .                  | 81   |
| Clerical Problems . . . . .           | 82   |
| Tests of Significance . . . . .       | 84   |
| Correlation . . . . .                 | 84   |
| Concordance . . . . .                 | 84   |
| Commentary . . . . .                  | 85   |



| CHAPTER   | PAGE |
|---|------|
| Community and Role Adjustment Problems . . . . .    | 86   |
| Tests of Significance . . . . .                     | 88   |
| Correlation . . . . .                               | 88   |
| Concordance . . . . .                               | 88   |
| Commentary . . . . .                                | 89   |
| Summary of Chapter IV . . . . .                     | 90   |
| Summary of findings . . . . .                       | 90   |
| Commentary . . . . .                                | 92   |
| V. ANALYSIS OF THE DATA (MORE HELP GIVEN) . . . . . | 93   |
| General Problems . . . . .                          | 94   |
| Tests of Significance . . . . .                     | 96   |
| Correlation . . . . .                               | 96   |
| Concordance . . . . .                               | 97   |
| Commentary . . . . .                                | 97   |
| Comparison of Help Given with Seriousness. . . . .  | 97   |
| Correlation . . . . .                               | 97   |
| Commentary . . . . .                                | 98   |
| Classroom Problems . . . . .                        | 100  |
| Tests of Significance . . . . .                     | 101  |
| Correlation . . . . .                               | 101  |
| Concordance . . . . .                               | 103  |



| CHAPTER  | PAGE |
|--|------|
| Commentary . . . . .                           | 103  |
| Comparison of Help Given with Seriousness. . . | 104  |
| Correlation . . . . .                          | 104  |
| Commentary . . . . .                           | 104  |
| School Orientation Problems . . . . .          | 107  |
| Tests of Significance . . . . .                | 107  |
| Correlation . . . . .                          | 107  |
| Concordance . . . . .                          | 109  |
| Comparison of Help Given with Seriousness. . . | 110  |
| Correlation . . . . .                          | 110  |
| Commentary . . . . .                           | 110  |
| Subject Matter Problems . . . . .              | 112  |
| Tests of Significance . . . . .                | 112  |
| Correlation . . . . .                          | 112  |
| Concordance . . . . .                          | 114  |
| Commentary . . . . .                           | 114  |
| Comparison of Help Given with Seriousness. . . | 114  |
| Correlation . . . . .                          | 114  |
| Commentary . . . . .                           | 115  |
| Clerical Problems . . . . .                    | 117  |
| Tests of Significance . . . . .                | 117  |



| CHAPTER  | PAGE |
|--|------|
| Correlation . . . . .                            | 117  |
| Concordance . . . . .                            | 117  |
| Commentary . . . . .                             | 117  |
| Comparison of Help Given with Seriousness. . .   | 119  |
| Correlation . . . . .                            | 119  |
| Commentary . . . . .                             | 120  |
| Community and Role Adjustment Problems . . . . . | 122  |
| Tests of Significance . . . . .                  | 122  |
| Correlation . . . . .                            | 122  |
| Concordance . . . . .                            | 122  |
| Comparison of Help Given with Seriousness. . .   | 124  |
| Correlation . . . . .                            | 124  |
| Commentary . . . . .                             | 124  |
| Sources of Help . . . . .                        | 126  |
| Summary of Results . . . . .                     | 126  |
| Commentary . . . . .                             | 128  |
| Attitude toward Teaching . . . . .               | 131  |
| Commentary . . . . .                             | 131  |
| Question 56 . . . . .                            | 133  |
| Commentary . . . . .                             | 133  |
| Sex Difference in Problems of Beginning Teachers | 135  |



| CHAPTER  | PAGE |
|--|------|
| Summary of Chapter V . . . . .                                     | 136  |
| Help given . . . . .   | 136  |
| Comparison of help given with seriousness. .                       | 137  |
| Sources of help . . . . .  | 138  |
| Attitude toward teaching . . . . .                                 | 139  |
| Sex difference in problems of beginning<br>teachers . . . . .      | 139  |
| VI. SUMMARY OF FINDINGS, CONCLUSIONS AND . . . . .                 |      |
| RECOMMENDATIONS . . . . .  | 140  |
| Restatement of the Problem . . . . .                               | 140  |
| Summary of the Findings . . . . .                                  | 142  |
| Seriousness of Problems . . . . .                                  | 142  |
| Help Given . . . . .   | 143  |
| Comparison of Help Given with Seriousness. .                       | 145  |
| Source of Most Help . . . . .                                      | 146  |
| Attitude toward Teaching . . . . .                                 | 146  |
| Relationship of Sex to Problems of Beginning<br>Teachers . . . . . | 146  |
| Conclusions and Recommendations . . . . .                          | 146  |
| Conclusions . . . . .  | 146  |
| Recommendations . . . . .  | 148  |



| CHAPTER  | PAGE |
|--|------|
| BIBLIOGRAPHY . . . . .                                 | 149  |
| APPENDIX A. Beginning Teachers Questionnaire. . . . .  | 156  |
| APPENDIX B. Principals' and Supervisors' Form. . . . . | 167  |



## LIST OF TABLES

| TABLE   | PAGE |
|---|------|
| I. Age Distribution of Teacher Groups . . . . .   | 39   |
| II. Sex Distribution of Teacher Groups . . . . .  | 40   |
| III. Distribution of Principals and Supervisors . . .   | 40   |
| IV. Frequency Matrix for Seriousness of General<br>Problems (Unqualified Teachers) . . . . .  | 56   |
| V. Proportion Matrix for Seriousness of General<br>Problems (Unqualified Teachers) . . . . .  | 58   |
| VI. Normal Deviate Matrix for Seriousness of<br>General Problems (Unqualified Teachers) . . .   | 62   |
| VII. Scale Values, Ranks, and Transformed Scale<br>Values for Seriousness of General Problems<br>for Unqualified Teachers . . . . . . . . . | 64   |
| VIII. Ranks and Scale Values of Seriousness of<br>General Problems to Unqualified and<br>Qualified Teachers and Principal-Supervisors .     | 66   |
| IX. Ranks and Scale Values of Seriousness of<br>Classroom Problems to Unqualified and<br>Qualified Teachers and Principal-Supervisors .     | 71   |



| TABLE   | PAGE |
|---|------|
| X. Ranks and Scale Values of Seriousness of School<br>Orientation Problems to Unqualified and<br>Qualified Teachers and Principal-Supervisors . . . . .                           | 75   |
| XI. Ranks and Scale Values of Seriousness of Subject<br>Matter Problems to Unqualified and Qualified<br>Teachers and Principal-Supervisors . . . . .                              | 79   |
| XII. Ranks and Scale Values of Seriousness of Clerical<br>Problems to Unqualified and Qualified<br>Teachers and Principal-Supervisors . . . . .                                   | 83   |
| XIII. Ranks and Scale Values for Seriousness of<br>Community-Role Adjustment Problems to<br>Unqualified and Qualified Teachers and<br>Principal-Supervisors . . . . . . . . . . . | 87   |
| XIV. Ranks and Scale Values for Help Given with<br>General Problems for Unqualified and<br>Qualified Teachers and Principal-Supervisors . . . . .                                 | 95   |
| XV. Help Differential for General Problems . . . . .  | 99   |
| XVI. Ranks and Scale Values for Help Given with<br>Classroom Problems for Unqualified and<br>Qualified Teachers and Principal-Supervisors . . . . .                               | 102  |



| TABLE   | PAGE |
|---|------|
| XVII. Help Differential for Classroom Problems . . . . .  | 105  |
| XVIII. Ranks and Scale Values for Help Given with<br>School Orientation Problems for Unqualified<br>and Qualified Teachers and Principal-<br>Supervisors. | 108  |
| XIX. Help Differential for School Orientation<br>Problems .   | 111  |
| XX. Ranks and Scale Values for Help Given with<br>Subject Matter Problems for Unqualified and<br>Qualified Teachers and Principal-Supervisors .   | 113  |
| XXI. Help Differential for Subject Matter Problems .  | 116  |
| XXII. Ranks and Scale Values for Help Given with<br>Clerical Problems for Unqualified and<br>Qualified Teachers and Principal-Supervisors .   | 118  |
| XXIII. Help Differential for Clerical Problems . . . . .  | 121  |
| XXIV. Ranks and Scale Values for Help Given with<br>Community-Role Adjustment Problems for<br>Unqualified and Qualified Teachers and<br>Principal-Supervisors . . . . . . . . . . . . . . . . .       | 123  |
| XXV. Help Differential for Community-Role Problems .  | 125  |



| TABLE   | PAGE |
|---|------|
| XXVI. Source of Most Help to Unqualified and Qualified Beginning Teachers . . . . . | 127  |
| XXVII. Answers to Question: Do You Like Teaching? . . .                             | 132  |
| XXVIII. Answers to Question: Do You Intend to Continue Teaching? . . . . .          | 134  |



## LIST OF FIGURES

FIGURE PAGE  
1. Unit Normal Curve Showing Relationship of  
Standard Deviation Scores, Proportions,  
Scale Values, and Transformed Scale  
Values . . . . . 60



## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

Strickler lists three premises for an effective programme of orientation of the beginning teacher:

1. The first-year teacher constitutes a special segment of the faculty.
2. The first year is a process of continuous adjustment.
3. The degree to which he is assisted affects the quality of his service, influences his attitude, and his decision to remain.<sup>1</sup>

In a period of acute shortage of secondary school teachers, the last premise is of particular importance. Research into the degree to which present orientation and in-service programmes are meeting the problems of beginning teachers, and into the relationship between the effectiveness of these programmes and the satisfaction of beginning teachers, would seem to be essential.

#### I. THE PROBLEM

##### Statement of the Problem

The purpose of this study was to determine the most

---

<sup>1</sup>R. W. Strickler, "Follow Through with the First-Year Teacher," Educational Administration and Supervision, XLV (January, 1959), p. 1.



serious problems of beginning teachers in urban high school systems in Ontario, and the degree to which they perceive that these problems are solved by assistance from school personnel.

#### Statement of the Sub-Problems

In the course of the study the following additional problems were investigated:

1. Do the problems of beginning unqualified teachers differ significantly from those of beginning qualified teachers?
2. Do the problems experienced by beginning teachers differ significantly from those that principals and supervisors believe that they experience?
3. Do beginning teachers and supervisory personnel agree in their perception of the assistance given to teachers?
4. Is there a significant correlation between the attitude of beginning teachers toward teaching and their satisfaction with the help given to them?
5. Is there a significant difference between the problems of beginning male teachers and beginning female teachers?
6. Which school personnel do beginning teachers consider most helpful?



### Background of the Study

The Report of the Ontario Minister of Education for 1964 shows that in September of that year, there were 3,679 beginning secondary school teachers in the province, of whom 1,737 were certificated by means of a course of eight weeks duration taken during the previous summer. In addition, there were 788 teachers without Ontario certification of any kind. The Department of Education lists 3900 new teachers in the province in November, 1965.<sup>2</sup> Of these, fewer than 1000 attended the year-long course of professional training at the Ontario College of Education. The remaining beginners are unqualified or are from outside the province.

A report to the 1965 Christmas Assembly of the Ontario Secondary School Teachers' Federation stated that over three thousand teachers left the profession in 1964. Other than those retiring normally, the majority of these were first-year teachers, most of them unqualified.<sup>3</sup> Unsatisfactory working conditions were the main reasons given for leaving

---

<sup>2</sup>Schools and Teachers in the Province of Ontario, Part II (Toronto: Ontario Department of Education, 1965).

<sup>3</sup>Report in the Ottawa Citizen, December 29, 1965.



by many of these, in particular, heavy teaching and preparation loads, and lack of assistance with problems.

In the United States, a survey of beginning teachers in 1960 showed that 15 per cent of beginners in the secondary grades had emergency or substandard certificates, and over half of the beginners expected to leave the profession within five years.<sup>4</sup> The main source of dissatisfaction was the low salary, but 28 per cent of beginning secondary teachers expressed unhappiness with supervisory help.

The shortage of qualified teachers is not a new development. The Ontario Department of Education instituted an "emergency" summer training scheme for high school teachers, in 1955, and it has continued and grown ever since. To become a high school teacher in Ontario by this route, the prospective teacher must possess an academic degree acceptable to the Ontario College of Education, and he must have been hired by a school board for a position for which no qualified applicant is available. He attends a course of pedagogy and practice teaching of eight weeks duration, and he is awarded a "Temporary Secondary School Certificate" on its successful completion.

---

<sup>4</sup>W. S. Mason, The Beginning Teacher, United States Department of Health, Education, and Welfare (Washington: Government Printing Bureau, 1961), p. 80.



He teaches for one year and returns for a second summer course, if his principal and superintendent recommend him. After completing this second course successfully, he receives an interim "High School Assistant's Certificate, Type B," which is the same certificate as that awarded to students who take the regular one-year course at one of the Colleges of Education. Vocational teachers follow a similar pattern, with equivalent trade or business experience being accepted instead of a degree.

The Department of Education requires that principals visit the classrooms of these summer-school teachers at least six times during the first year, and submit written reports and evaluations of these lessons to the Department before April 1. In most cities these teachers would be visited as well by department heads, subject consultants, supervisors, or superintendents from the Board office, and perhaps by departmental inspectors.

Most of these "unqualified" teachers have a full schedule of regular classes, though most principals arrange to free them for a period or two each day so that they may observe classes taught by department heads or senior teachers, or for consultation with department heads or principal.

#### The Value of the Study

It is hoped that the results of this study may cont-



tribute in the following ways:

1. Problems of beginning teachers in urban high schools may be made apparent.
2. Orientation and in-service programmes may be altered, if necessary, to meet the needs that the study has revealed.
3. Evidence of lack of correlation between the seriousness of problems and the help given may result in changes in the supervisory assistance given to beginning teachers.

## II. DEFINITIONS OF TERMS USED

Supervision. Any activity of school personnel directed toward the improvement of the instructional programme is called supervision. It includes such activities as curriculum development, timetabling, providing materials and equipment, arranging in-service programmes, and evaluating teaching.

Supervisor. This word designates school personnel engaged in supervision who are not resident in the school. Board supervisors are called "superintendents", "consultants," "master teachers," or "co-ordinators" in different systems. Departmental supervisors are usually termed "inspectors".

Beginning teacher. Any teacher who has never been a



full-time teacher prior to the school year 1965-66, is designated as a beginning teacher.

Qualified teacher. This term refers to a beginning teacher holding an interim "High School Assistant's Certificate" after completing a full year of professional training at the Ontario College of Education, or possessing a "Letter of Standing" as a result of having completed equivalent professional training elsewhere. Before being accepted by the Ontario College of Education, a prospective teacher must hold an academic degree made up of a sufficient number of credits suitable for high school teaching. Vocational teachers must possess a suitable degree or have had trade or business experience deemed equivalent. Interim certificates are made permanent after two years of successful teaching.

Unqualified teacher. An unqualified teacher in this study refers to a beginning teacher holding an academic degree or equivalent, who has had no professional training or who has attended one summer session of professional training. The former would hold a "Letter of Permission", the latter would possess a "Temporary Secondary School Certificate".



### III. OVERVIEW OF THE THESIS

In Chapter II of this study, literature related to orientation and in-service training is reviewed.

The methodology of the study is summarized in Chapter III, together with details of the samples, the instrument that was developed, and the hypotheses upon which the study was based.

Chapters IV and V are devoted to analyzing the data. In Chapter IV the problems are ranked on the criterion of seriousness by the beginning teacher groups and by the principals and supervisors. In Chapter V these same groups select the problems which they feel are most adequately alleviated by school personnel. A comparison of the help needed with the help given is made in this chapter, and the teachers' attitude toward teaching is analyzed.

In Chapter VI the results of the study are summarized, conclusions based on the results are drawn, and a number of recommendations made.



## CHAPTER II

### REVIEW OF THE LITERATURE

In this chapter the literature related to the supervision of beginning teachers is reviewed under three headings: (1) Orientation; (2) In-Service Programmes; and (3) Effects of Supervision on Morale.

#### Orientation

Coutts proposes the following purposes for an orientation programme:

To acquaint the new teacher with the community, the school system and its administrative staff, the school in which he will teach and its staff, and to give him details of services and personal benefits offered by the board.<sup>1</sup>

Various systems do these things in different ways at different times. Toronto pays its new teachers for a period of two weeks in June, and has them spend much of this time in their prospective schools, getting acquainted with their colleagues and their pupils, learning routines, and teaching a few lessons.<sup>2</sup>

---

<sup>1</sup>H. T. Coutts, "Orientation: the Principal Helps the New Teacher," The Canadian School Principal, A. W. Reeves, et al., editors (Toronto: McClelland and Stewart, Ltd., 1962), p. 98.

<sup>2</sup>Z. S. Phimister, "In-Service Education and the Induction Programme," Ibid, p. 88.



Calgary's "internship" period lasts for twenty days in May. Each new teacher is assigned to the school in which he will be teaching. He observes classes, and, under the guidance of co-operating teachers, teaches the grades and subjects that he will be teaching the following year. Incidentally he becomes acquainted with the school routines, the school personnel and pupils, and, to some extent, the community. A survey of new teachers in 1964 showed that they felt that the internship programme ranked third, after principal and fellow teachers, as a source of help in preparing for teaching.<sup>3</sup>

Ottawa pays its new teachers to come to the city for two or three days in May. They spend half a day at the Board office, meeting the central office personnel and clearing up details of salary, insurance, sick leave, etc. At lunch they meet representatives of the Professional Development Committee in their future schools, and learn something of the services of their Teachers' Federation. They spend a day or two at their schools, meeting their colleagues, learning routines, and going over courses of study and texts with their department heads. The emphasis during the two days is

---

<sup>3</sup>S. C. Formanek, "An Investigation of the Assistance Received by Beginning Elementary School Teachers in the Calgary Public School System," (Unpublished M. Ed. thesis, The University of Alberta, Edmonton, 1965), p. 76.



helpfulness. The meetings are informal and friendly and each new teacher has time to have his own problems, whether academic, financial, or personal, considered and answered. Teachers who have had the benefit of this programme seem better able to cope with the confusion of school opening than those who have not.<sup>4</sup>

Castetter has summarized the problems of beginning teachers into five categories:

1. Problems in becoming acquainted with, and making adjustments in, the community.
2. Problems involved in understanding the school system, its aims, policies, programs, procedures, controls, resources, organizational relationships.
3. Problems in becoming acquainted with the position, including courses of study, pupil personnel, and parents.
4. Problems in making acquaintances with other school personnel.
5. Problems of a personal nature, such as locating suitable living accommodations, health, and transportation facilities.<sup>5</sup>

An extensive survey of orientation programmes in the U. S. A. in 1963, showed that most organized programmes

---

<sup>4</sup>H. Pullen, "A Repertoire of In-Service Training Techniques," Reeves, et al., Op. cit., p. 111.

<sup>5</sup>W. S. Castetter, Administering the School Personnel Program (New York: The Macmillan Co., 1962), p. 225.



attempted to solve these problems.<sup>6</sup> When and how these programmes are carried out vary from place to place. Most systems have one or two induction days just prior to school opening during which various means are used to orientate the beginner to the community, the profession, and the school.

Common to most of these programmes are group meetings with superintendents and principals, social functions with board members and community leaders, a tour of the community, assistance in finding accommodation, and the assignment of a colleague as a "buddy" for school opening. Many systems have elaborate handbooks for new teachers containing rules and regulations, and tips for starting off on the right foot. At the same time the new teacher receives courses of study, departmental pamphlets, demonstrations of teaching aids, explanations of school routines, professional handbooks, and a great deal of well-meant advice on how to handle classes on first meeting. Appropriately, Hillmer calls his book of helpful advice, The First Few Frantic Weeks!<sup>7</sup>

---

<sup>6</sup> "Welcome to the New Teacher," NEA Journal, LII (October, 1963), p. 8.

<sup>7</sup> G. P. Hillmer, The First Few Frantic Weeks (Toronto: Sir Isaac Pitman and Sons, Ltd., 1960).



Formanek reported that the main problems of the beginning teachers that he surveyed were confusion and disorganization during the first few weeks of teaching.<sup>8</sup>

Many studies of orientation have been made, and most agree in general about the problems that must be dealt with, and all agree that an organized programme is more helpful than an incidental one or than none at all.

Strickland surveyed a group of 1,242 new teachers in Ohio in 1956, and reported that their most severe problems were: (1) Finding out what principal and supervisors thought of their work; (2) Learning school routines; (3) Obtaining enough books and supplies; (4) Getting information about school policies; and (5) Finding time for personal recreation.<sup>9</sup>

Wallace surveyed beginning teachers in twenty-seven states in 1950, and reported that their main problems were: (1) Learning routines; (2) Learning to evaluate students' work; (3) Handling discipline problems; (4)

---

<sup>8</sup>Formanek, Op. cit., p. 74.

<sup>9</sup>E. C. Strickland, "Orientation Programs for New Teachers in Ohio Schools," Educational Research Bulletin, XXXV (October, 1956), p. 169.



Learning the school's philosophy of education; and (5) Inadequate supplies and equipment.<sup>10</sup>

Tower studied beginners in Indianapolis in 1956 and reported the following areas where most help was needed:

(1) Keeping records and making out reports; (2) Learning what supplies and aids are available; (3) Adapting instruction to the needs of heterogeneous groups; (4) Learning school policies; and (5) Learning proper study habits.<sup>11</sup>

Lane reported that the new teachers that he surveyed felt that their greatest problems were: (1) Community orientation; (2) Learning school policies; (3) Learning the rights and authority of a teacher; and (4) Personal problems of adjustment.<sup>12</sup>

Miller and Hodgson found that beginning teachers in Alberta in 1953 reported the following serious problems:

---

<sup>10</sup>M. S. Wallace "The Induction of New Teachers into School and Community," North Central Association Quarterly, XXV (October, 1950), p. 238.

<sup>11</sup>M. M. Tower, "Problems of Beginning Teachers in Indianapolis Public Schools," Educational Administration and Supervision, XLII (May, 1956), p. 261.

<sup>12</sup>W. R. Lane and G. G. Eye, The New Teacher Comes to School (New York: Harper and Brothers, Inc., 1956), p. 91.



(1) Lack of equipment; (2) Discipline problems; (3) Motivating pupils; (4) Planning lessons; (5) Adjusting to various needs and abilities of pupils.<sup>13</sup>

Sister Kuefler surveyed orientation practices in cities of Alberta in 1959, and reported that first-year teachers found these their most severe problems: (1) Learning the extent of their authority; (2) Obtaining enough books and supplies; (3) Obtaining visual or audio teaching aids; (4) Learning routines; and (5) Getting clear-cut information concerning school policies.<sup>14</sup>

Shuster analyzed the problems of uncertificated teachers and found them to be as follows: (1) Learning teaching methods; (2) Understanding children; (3) Planning lessons; and (4) Discipline problems.<sup>15</sup> Mason reported that the uncertificated beginners in his study, though experiencing more problems, were among the most satisfied with the help being given.

---

<sup>13</sup>V. I. Miller and W. E. Hodgson, "A Study of the Factors which Determine Success or Failure among Beginning Teachers in the Province of Alberta," (Report to the Research Committee of the University of Alberta, 1953), p. 20.

<sup>14</sup>Sister M. C. Kuefler, "A Study of the Orientation Procedures for New Teachers in Selected School Systems," (unpublished M. Ed. thesis, The University of Alberta, Edmonton, 1959), p. 86.

<sup>15</sup>A. H. Shuster, Jr., "Supervision and Non-Professionally Prepared Teachers," Educational Administration and Supervision, XLII (May, 1956), p. 280.



Harris suggests that the most helpful activities for orientating new teachers are: discussions, field trips, focused interviews, lectures, meetings, panels, professional reading, and social activities.<sup>16</sup> Sister Kuefler's sample of new teachers found Board bulletins, staff meetings, advice from fellow teachers, Board handbooks, individual conferences, and Departmental bulletins most helpful.<sup>17</sup> In general, printed rules, regulations, and policies are needed; and people, usually principals or fellow teachers, are needed to supplement these, and to answer specific problems not covered by the written material.

#### In-Service Programmes

While learning routines and becoming adjusted to the community, the school, and the job are immediate and pressing needs for beginning teachers, the problems of classroom management, teaching methods, discipline, understanding and motivating children, and understanding and adapting courses of study are those that largely determine the long-range success or failure of a beginner, because he is evaluated primarily on his competence in the class-

---

<sup>16</sup>B. M. Harris, Supervisory Behavior in Education (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 80.

<sup>17</sup>Kuefler, Op. cit., p. 55.



room.

Swearingen sums it up this way:

A well-developed plan for the induction of teachers involves close teamwork on the part of superintendents, supervisors, consultants, principals, experienced teachers, and beginning teachers if the work is to be both practical, in the sense of dealing with immediate pressures,<sup>18</sup> and yet productive of long-range professional growth.

Long-range professional growth is one of the chief concerns of the teachers' professional organization. The Ontario Secondary School Teachers' Federation has prepared detailed suggestions and lesson plans for beginning teachers in many subject fields.<sup>19</sup>

But important as professional reading is, beginners need help from people as well. Formanek found that principals and assistant principals were most commonly mentioned as the most helpful people, with other teachers next, and consultants and supervisors, third.<sup>20</sup> But he found that principals were considered most helpful in general areas: long-range planning, clerical problems, discipline, and

---

<sup>18</sup>M. E. Swearingen, Supervision of Instruction: Foundations and Dimensions (Boston: Allyn and Bacon, Inc., 1962), p. 135.

<sup>19</sup>Subject Council Resource Booklets (Toronto: Ontario Secondary School Teachers' Federation, 1965).

<sup>20</sup>Formanek, Op. cit., p. 140.



classroom management, whereas other teachers and special consultants were most useful in specific subject areas.<sup>21</sup>

Teitelbaum reports an interesting experiment in New York City in which seventeen experienced teachers were released from teaching to act as consultants for one hundred and twenty new teachers. At the end of the first year the principals of these teachers rated them slightly better than they rated teachers who had undergone normal supervision, but the experimental group complained that they had received little help from the consultants except with subject problems, and they needed more general help as well.<sup>22</sup> Evidently there is need for assistance from a generalist supervisor, such as a principal, as well as from subject specialists.

In secondary schools, the department head has a key role as the resident subject specialist. Few principals have sufficient training and background to be very helpful in all subject areas. Hammock and Owings stress that the department head, because he is a member of the teachers'

---

<sup>21</sup> Ibid, pp. 129-133.

<sup>22</sup> D. Teitelbaum, "Teacher-Consultants' Assistance with New Teachers," Supervisory Behavior in Education, B. M. Harris, editor (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 437.



group, because he is less threatening than the principal or the board supervisor, and because he has status as an expert, can be the most helpful of supervisory personnel with subject matter problems.<sup>23</sup>

The principal is responsible for the improvement of instruction in his school, but Yauch contends that because of his evaluative role and his power to affect the future of teachers by his evaluation, the principal will always induce fear and tension in those that he is supervising.<sup>24</sup>

Enns suggests that the main function of the principal is to stimulate his teachers, and that the "line" function of evaluation impairs his function as a stimulator. "The success of the staff function depends largely on a feeling of mutual confidence and rapport, a feeling which is undermined when the helper is also rating the teacher who comes to him with problems and solicits his assistance."<sup>25</sup>

---

<sup>23</sup>R. C. Hammock and R. Owings, Supervising Instruction in Secondary Schools (New York: McGraw-Hill Book Co., 1955), p. 81.

<sup>24</sup>W. A. Yauch, Helping Teachers Understand Principals (New York: Appleton-Century-Crofts, Inc., 1957), p. 3.

<sup>25</sup>F. Enns, "Supervision: A Rationale," The Canadian Administrator, II (April, 1963), p. 29.



Levirs feels that, though the helping and motivating aspects of the supervisory role are pleasant, and ones that enlist the ready support of teachers, there are aspects of supervision that are purely authoritative, and the supervisor cannot abnegate his responsibility for their execution.<sup>26</sup>

The general consensus seems to be that the principal must do much of the supervision of new teachers. Board supervisors and consultants have too many responsibilities to be readily available to assist with day to day problems. The principal is able to assist with discipline problems, classroom management, and general teaching methods. He can ensure that department heads or other subject specialists provide answers to questions outside his competence. He undoubtedly does act as a stimulator and motivator, but he can never altogether drop his role as an evaluator. His status as a "line" officer, and his continuous influence as a resident supervisor, make his position extremely influential.

Although teachers as an organized group seem to

---

<sup>26</sup>F. Levirs, "Concepts of Supervision," Education Bulletin, No. 2, (The University of British Columbia, March, 1958), p. 69.



resent too-close supervision, there is some evidence that individually this is not true. O'Connor found that the most contented teachers in his sample were those that were most closely supervised and had the most democratic relations with their supervisors.<sup>27</sup> Elicker reported that the first-year teacher's attitude toward supervision was positively correlated with the frequency of supervision.<sup>28</sup> New teachers expect supervision from their associates and superiors, in the broadest meaning of the word "supervision". Bargen contends that teachers do not resent authority, "but they do resent arbitrariness and inequality in its application."<sup>29</sup>

Saunders sums up the manner in which a supervisor can effectively carry out his tasks. He says that a supervisor gains the confidence of his teachers by co-operating in solving problems, and by giving support with discipline problems. He promotes morale by suggesting new ideas, and criticizing tactfully. He shows his interest in his teachers

---

<sup>27</sup>W. F. O'Connor, "A Study of Some Selected Factors Related to Teacher Morale," Dissertation Abstracts, XIX (# 6, 1959), p. 1277.

<sup>28</sup>J. G. Elicker, "Frequency of Supervisor-Teacher Interaction and the Performance of First-Year Teachers," Dissertation Abstracts, XXVI (# 4, 1965), p. 2006.

<sup>29</sup>P. Bargen, "Should a Principal Evaluate Teachers?" CSA Bulletin, IV (February, 1965), p. 3.



by working with them to promote their welfare and by promoting friendly faculty relations. The supervisor shows his interest in his teachers as people by respecting them as individuals and by treating them with courtesy and friendliness.<sup>30</sup>

Except in a very small system, such a supervisor almost has to be resident in the school. A superintendent, consultant, or master teacher who visits a teacher two or three times a year cannot possibly take a personal interest in him. Beginning teachers' problems are highly individual, and require individual attention, rather than generalized rules and suggestions. This may be the reason that fellow teachers, who are non-threatening and readily available, are among the most often mentioned sources of help.

Teachers do not learn by receiving mandates from others. They, too, learn most effectively in a group of their colleagues when they recognize needs and are motivated with others to solve problems.<sup>31</sup>

Team-teaching schemes, in which beginners are

---

<sup>30</sup>J. O. L. Saunders, "Teachers Evaluate Supervisors Too," Educational Administration and Supervision, XLI (November, 1955), pp. 402-406.

<sup>31</sup>J. C. Moffitt, In-Service Education for Teachers (Washington: The Center for Applied Research in Education, 1963), p. 74.



teamed with an experienced team leader and experienced team members, offer this "group-experience" in a most effective way:

The team approach creates a feeling of individual importance, of being a part of something new, something growing. The individual has duties and responsibilities which develop a sense of belonging. The new teacher belongs to a group, yet to a group that is not so large, one becomes lost in it. Group security, coupled with individual responsibility and a sense of actively striving to achieve a worthwhile goal, promotes mental health in a first-year teacher.

The team approach provides the first-year teacher with a source of experience from which he may extract assistance according to his needs. Contact with experienced teachers of broad background and knowledge, as well as with teachers of similar experience and background, is vitally important to a first-year teacher who is eager to improve and succeed. The team provides the first-year teacher with a human textbook from which he may gather the experiences and knowledge needed to build a career. This sense of building is in itself an important part of emotional adjustment.<sup>32</sup>

Harris lists twenty-six activities for in-service programmes.<sup>33</sup> These include demonstrations, discussions, films, lectures, meetings, panels, inter-visitation, reading, and interviews. He has attempted to categorize these according to the number of people involved and the purpose of the activity. Thus if a supervisor is attempting to teach

---

<sup>32</sup>Role of Supervisor and Curriculum Director in a Climate of Change, R. R. Leeper, editor (Washington: Association for Supervision and Curriculum Development, 1965), p. 99.

<sup>33</sup>Harris, Op. cit., p. 80.



skills to an individual, Harris suggests "directed practice" as the most effective means. If he is trying to impart knowledge to a small group, Harris suggests the "brainstorming" technique.

Sister Kuefler found that the most useful activities were reading Board and departmental bulletins, staff meetings, orientation meetings, individual conferences, and teachers' workshops.<sup>34</sup> Observing lessons taught by supervisors or principals ranked very low in the estimation of her respondents.

Larson's study confirmed her findings that the most useful activities were teachers' workshops or institutes, and professional reading.<sup>35</sup> The activities given lowest ranking were classroom visits from the principal, and supervisory bulletins.

Hrynyk found a similar attitude toward classroom visitation, particularly for purposes of evaluation, although teachers were quite favorable to visits from the

---

<sup>34</sup>Kuefler, Op. cit., p. 58.

<sup>35</sup>O. P. Larson, "A Study of In-Service Education in the School Divisions and Counties of Alberta," (unpublished doctoral dissertation, University of Oregon, 1962).



principal at their invitation.<sup>36</sup> Ziolkowski asked a group of teachers how often during the past year they had invited the principal to visit their classroom, and 80 per cent admitted that they never had.<sup>37</sup> He also discovered that 69 per cent had not had a formal visit from their principals during the year.<sup>38</sup>

Ziolkowski found that short, informal classroom visits, suggestions for professional reading, discussions of classroom problems during casual meetings in the school, and teacher-initiated conferences with the principal were fairly common practices.<sup>39</sup>

Trask's study found that this "redefinition" of "supervision" to include many things other than classroom visitation was a common rationalization by supervisors to resolve the conflict between the requirement of the organization for close supervision and the desire of the

---

<sup>36</sup> N. L. Hrynyk, "Supervisory Needs: West Jasper Place Public Schools," (unpublished M. Ed. thesis, The University of Alberta, Edmonton, 1963), p. 49.

<sup>37</sup> E. H. Ziolkowski, "A Study of Practices Employed by High School Principals in the Supervision of Instruction," (unpublished M. Ed. thesis, The University of Alberta, Edmonton, 1965), p. 69.

<sup>38</sup> Ibid, p. 67.

<sup>39</sup> Ibid, p. 49.



teachers (and the supervisors) for professional autonomy.<sup>40</sup>

Etzioni sums up this basic conflict in the supervision of professionals in these words:

The ultimate justification for a professional act is that it is, to the best of the professional's knowledge, the right act. He might consult his colleagues before he acts, but the decision is his. If he errs, he will still be defended by his peers. The ultimate justification of an administrative act, however, is that it is in line with the organization's rules and regulations, and that it has been approved --directly or indirectly--by a superior rank.<sup>41</sup>

However, Etzioni contends that, though teachers adopt the "full-fledged professions" as their reference group, they are semi-professionals because of the shortness of their training period, and because their work involves values other than life or privacy. He points out that, though semi-professionals are more supervised than professionals, supervision is usually conducted by their own kind, that is by superiors who are themselves semi-professionals. But seeing themselves as full-fledged professionals, "the teachers resent the 'interference' of

---

<sup>40</sup> A. E. Trask, "Principals, Teachers and Supervision: Dilemmas and Solutions," Administrator's Notebook, XIII (December, 1964).

<sup>41</sup> A. Etzioni, Modern Organizations (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 77.



principals and many principals try to minimize it."<sup>42</sup>

But teachers' attitudes toward supervision are not consistent. They deny the ability of any supervisor to evaluate their work for purposes of "merit pay", but they are eager for praise for work well done. They want assistance with discipline problems, but resent suggestions for improving lesson planning.

Nevertheless, principals in most systems do visit classrooms of beginning teachers both as helpers and as inspectors. Many principals like to warn the teacher in advance of their visit, most use some form of check-list during the observation, and most discuss the lesson afterwards.

MacKinnon reported that the use of advice alone was inadequate for communicating meanings related to complex teaching and learning processes. Only as other techniques, in addition to verbal communication, were employed did teachers feel that they benefited from a classroom visit. The adequacy or clarity of communication increased in

---

<sup>42</sup> Ibid, p. 89.



direct proportion to the number of additional supporting devices used and the extent to which the teacher was involved in the process. The most favorably received classroom visits included demonstrations by the supervisor, a conference, suggestions, outlines, and teaching aids.<sup>43</sup>

A useful summary of in-service techniques is that by MacKay.<sup>44</sup> He emphasizes the importance of findings in the behavioral sciences, particularly those relating to behavior in groups. Cartwright has summarized some of the most relevant of these in his "Principles of Change".<sup>45</sup> These include the principle that those members of a group to be changed must feel that they are members of the same group as those attempting to effect the change; the principle that the most attractive group more easily effects

---

<sup>43</sup>A. R. MacKinnon, "Towards More Effective Communication in Supervision," The Canadian Administrator, II (February, 1963), p. 20.

<sup>44</sup>D. A. MacKay, "In-Service Education: A Strategy for Staff Development," Alberta Principals' Leadership Course, 1964, p. 65.

<sup>45</sup>D. Cartwright, "Achieving Change in People: Some Applications of Group Dynamics Theory," Readings In Human Relations, K. Davis and W. G. Scott, editors (New York: McGraw-Hill Book Co., 1959), p. 226.



change on its members; and the principle that the group member with the greatest prestige will have the greatest influence for change. Thus, if the new teacher does not feel that he is part of the staff group, or if he does not feel that it is worth belonging to, then any effort to force him to conform to group norms will be wasted. And if he does not respect the supervisor, whether he be department head, principal, or superintendent, as a person, a colleague, and a competent expert, then he will not be influenced by any of his advice or criticism.

#### Effects of Supervision on Morale

Confidence in the ability of his superiors, and a sense of belonging to a group that is worth belonging to, are major elements in the satisfaction of any workers of any kind, teachers included. Chase found that teachers' satisfaction was directly related to the dynamic and stimulating leadership by principals and superintendents, and the provision of stimulating and helpful supervision.<sup>46</sup>

A satisfied staff is one in which the administrator expresses concern for and interest in the welfare of his staff. Teachers are more concerned with praise than with some of the more direct means of assistance

---

<sup>46</sup>F. S. Chase, "Professional Leadership and Teacher Morale," Administrator's Notebook, I (March, 1953).



in the improvement of instruction.<sup>47</sup>

Using the Leader Behavior Description Questionnaire

developed by the Ohio State University Leadership Studies, Fast reported that teachers who rate their principals highly in leader behavior are more satisfied than those who give them a low rating. A good "leader" as measured by this instrument is one who rates high on "Initiating Structure" and high on "Consideration". The former refers to conduct which effectively furthers the goals of the organization; the latter refers to conduct which develops friendliness, respect, and trust between the leader and members of his staff.<sup>48</sup>

Using the Executive-Professional Leadership Questionnaire, Gross and Herriott found significant correlations between teacher morale indices and the scores of principals. Teacher morale was indicated by displaying pride in the school, working co-operatively with fellow teachers, accepting the educational philosophy underlying the curriculum of the school, and respecting the judgment of the adminis-

---

<sup>47</sup> Ibid.

<sup>48</sup> R. G. Fast, "Leader Behavior of Principals as It Relates to Teacher Satisfaction," (unpublished M. Ed. thesis, The University of Alberta, Edmonton, 1964), p. 62.



trators of the school.<sup>49</sup>

Miller and Hodgson surveyed beginning teachers in Alberta in 1953, and found that the most common complaints were lack of equipment, difficulty with discipline problems, and problems in motivating pupils and adjusting courses to individual needs.<sup>50</sup>

Murray's study, in Alberta in 1955, revealed the annoyances that caused teachers to leave teaching. Among those most often mentioned were lack of equipment, lack of co-operation from parents, and inadequate supervisory assistance during the first year.<sup>51</sup>

Hohn looked at the causes of teacher transfer within the Edmonton Public School System in 1964. Among the most common reasons given were lack of administrative leadership for new teachers, and lack of inspiration and motivation for new teachers.<sup>52</sup>

---

<sup>49</sup> N. Gross and R. E. Herriott, Staff Leadership in Public Schools (New York: John Wiley and Sons, Inc., 1965), p. 38.

<sup>50</sup> Miller and Hodgson, Op. cit., p. 20.

<sup>51</sup> T. H. Murray, "An Investigation into the Annoyances and Frustrations which Cause Alberta Teachers to Quit Teaching," Alberta Journal of Educational Research, I (September, 1955), pp. 31-32.

<sup>52</sup> E. G. Hohn, "A Study of the Causes of Teacher Transfer in a School System," (unpublished M. Ed. thesis, The University of Alberta, Edmonton, 1964), pp. 60-66.



Redefer surveyed over five thousand teachers in the U. S. A. in 1959, and reported a wide range of causes of dissatisfaction. These included a feeling that the central office supervisors had lost touch with the classroom teachers, unhappiness with the amount of time spent on clerical matters, and resentment that incompetent teachers were being retained because supervision was weak.<sup>53</sup>

McLaughlin and Shea conducted a similar survey in California in 1960, and there the teachers were unhappy about the poor attitude of their students toward school work, they were dissatisfied with ineffectual school discipline, and they resented the excessive amount of time spent on non-teaching duties.<sup>54</sup>

In the Organizational Climate Description Questionnaire<sup>55</sup> the subtest "Esprit" seems equivalent to morale. It is defined as a feeling on the part of teachers that

---

<sup>53</sup>F. L. Redefer, "Factors that Affect Morale," Nation's Schools, LXIII (February, 1959), p. 59.

<sup>54</sup>J. W. McLaughlin and J. T. Shea, "California Teachers' Job Dissatisfactions," California Journal of Educational Research, XI (November, 1960), p. 216.

<sup>55</sup>A. W. Halpin and D. B. Crofts, The Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963).



"their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job."<sup>56</sup>

Using this instrument, Andrews reported that, in 165 Alberta schools, the score on "Esprit" was found to be significantly and positively correlated with "Intimacy", "Thrust", and "Consideration". "Intimacy" refers to the teachers' enjoyment of friendly social relations with each other. "Thrust" refers to behavior by the principal which is characterized by his efforts to improve the organization. "Consideration" refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly", to try to do a little something extra for them in human terms.<sup>57</sup>

In other words, high morale is likely to be found in a staff that gets along well together, that respects its principal for his organizational ability, and that likes him for his consideration and friendliness.

The subtest that seems almost the opposite of "Esprit" is "Disengagement", which refers to behavior of

---

<sup>56</sup> Ibid, p. 29.

<sup>57</sup> J. H. M. Andrews, "What School Climate Conditions are Desirable?" The CSA Bulletin, IV (July, 1965), p. 7.



the teachers indicating alienation from the goals of the organization. This subtest was found to correlate significantly and positively with the subtest "Hindrance".<sup>58</sup> "Hindrance" refers to the teachers' feelings that the principal burdens them with routine duties, and other requirements which the teachers construe as unnecessary busy-work.

In other words, teachers are unhappy, if they feel that they are being prevented from doing a good job by unnecessary demands from the administration.

In all of these studies of teacher satisfaction, the kind of leadership given by supervisors is a common and key factor.

### Summary of Chapter II

Orientation. Most orientation programmes attempt the following: (1) to acquaint the new teacher with the community; (2) to acquaint him with the officers of the school system; (3) to acquaint him with his colleagues; (4) to instruct him in the role of the teacher; (5) to teach him routines, rules, and regulations of the system and the school; (6) to help him with any personal problems of adjustment to the community or the profession.

---

<sup>58</sup>Ibid, p. 11.



The most commonly used methods of accomplishing these goals are: (1) internship or pre-school orientation meetings; (2) tours of the community; (3) distribution of handbooks and bulletins outlining rules and regulations and giving helpful suggestions for school opening; (4) lectures from supervisors or principals; (5) interviews; (6) distribution of courses of study; (7) social activities; and (8) the appointment of a "buddy" to look after particular problems of the beginner.

In-service programmes. In-service assistance is given by central office supervisors, consultants, or master teachers; by principals or vice-principals; by department heads; and by fellow teachers. Opinion is fairly unanimous that the principal, as the resident supervisor, has the major responsibility for in-service supervisory programmes, but there is a difference of opinion about whether or not he should carry out the evaluation function.

Teachers generally rated principals as the most helpful persons, with other teachers next, and central office supervisors last.

The most serious problems are: (1) obtaining enough supplies and equipment; (2) coping with discipline problems; (3) understanding and motivating students; (4) adapting courses to varying abilities of students; and (5) clerical



problems.

The most commonly used techniques are: (1) staff meetings; (2) workshops; (3) intervisitation; (4) demonstration lessons; (5) conferences; and (6) classroom visitation. Teachers rated classroom visitation as the least helpful device, although some evidence indicates that classroom visits, coupled with other techniques, can be very helpful.

Effects of supervision on morale. Dissatisfaction with certain aspects of supervision seems to be a common factor in the results of most surveys of teachers' reasons for leaving teaching. Other reasons for unhappiness are: (1) the amount of time spent on non-teaching duties; (2) lack of co-operation from parents; (3) lack of equipment; (4) the poor attitude of students; and (5) low salaries.

Staff members who get along well together, and who respect and like their principal, both as a person, and as a leader, seem to be the most satisfied.



## CHAPTER III

### METHODOLOGY

Chapter III describes the groups used in the study, the instrument developed to conduct the survey, and the method of analyzing the data.

#### The Samples

The populations for this study were all the beginning unqualified teachers, all the beginning qualified teachers, and all the principals and supervisors in secondary schools of large urban centres in Ontario, in the school year 1965-66. The samples were drawn from three such centres, each having over fifteen thousand high school students and more than eight hundred secondary school teachers. The schools in which these people work are large academic or composite high schools with more than one thousand pupils each. The communities offer similar facilities for housing, recreation, and cultural and educational activities.

In all of Ontario the unqualified beginning teachers outnumber the qualified about four to one. In the cities selected, it was found that the ratio varied from four to one to about two to one. It was decided that a ratio of about three to one would be representative of the two groups



in large cities.

Sixteen schools were selected in which there was a total of 150 unqualified teachers and 50 qualified teachers. There were 16 principals and at least 15 central office supervisors concerned with the supervision of these teachers.

One hundred of the 150 unqualified teachers returned questionnaires, of which only 90 were found to be correctly filled in. Fifty out of 50 of the qualified teachers returned questionnaires, and all were useable. Sixteen out of 16 principals and 9 out of 15 board office supervisors returned questionnaires.

The ratio of three to one would have required the analysis of only thirty of the qualified teachers' questionnaires to go with the ninety from the unqualified teachers. However, the twenty additional responses from the qualified group seemed too large a number to discard, and so, at the expense of the representative ratio, all fifty of the questionnaires from the qualified teachers were used.

Thus the samples used were ninety unqualified teachers, fifty qualified teachers, and twenty-five principals and supervisors. Tables I, II, and III summarize the characteristics of these samples.



TABLE I  
AGE DISTRIBUTION OF TEACHER GROUPS

| Age           | Unqualified |            | Qualified |            | All beginners |            |
|---------------|-------------|------------|-----------|------------|---------------|------------|
|               | No.         | %          | No.       | %          | No.           | %          |
| 40+           | 2           | 2.2        | 2         | 4          | 4             | 2.9        |
| 35-39         | 3           | 3.3        | 0         | 0          | 3             | 2.1        |
| 30-34         | 7           | 7.8        | 2         | 4          | 9             | 6.4        |
| 25-29         | 19          | 21.1       | 14        | 28         | 33            | 23.6       |
| 20-24         | 59          | 65.6       | 32        | 64         | 91            | 65         |
| <b>Totals</b> | <b>90</b>   | <b>100</b> | <b>50</b> | <b>100</b> | <b>140</b>    | <b>100</b> |



TABLE II  
SEX DISTRIBUTION OF TEACHER GROUPS

| Sex    | Unqualified | Qualified | All beginners |
|--------|-------------|-----------|---------------|
| Male   | 46          | 26        | 72            |
| Female | 44          | 24        | 68            |
| Totals | 90          | 50        | 140           |

TABLE III  
DISTRIBUTION OF PRINCIPALS AND SUPERVISORS

| Position | No. | Mean no. of<br>beg. teachers<br>supervised | Mean years<br>of experience<br>in position |
|----------|-----|--|--|
| Princ.   | 16  | 11.6                                       | 5.3  |
| Super.   | 9   | 213.8                                      | 5  |



### The Instrument

The Beginning Teachers Questionnaire (Appendix A) was constructed, and mailed to the principals of the selected schools, and to the central office of each of the three cities. A stamped, addressed envelope was attached to each. No identification of respondents was required, and no comparison of the returns from the three centres was made. As previously mentioned, 66 per cent of the unqualified teachers returned questionnaires, and 100 per cent of the qualified teachers.

A slightly different form, marked "Principals and Supervisors Only" (Appendix B), was sent to all principals and supervisors. The principals returned 100 per cent of their questionnaires and the board supervisors, 60 per cent.

The Beginning Teachers Questionnaire consists of fifty-seven items in three main divisions. The first five request the age, sex, teaching certificate, grades taught, and the occupation before teaching. The third division consists of three questions, numbered 55, 56, and 57. These ask for the teacher's opinion of teaching, his intentions with regard to continuing in the profession, and the person or persons who gave him most help during the year.



The main division of the questionnaire, items numbered 6 to 54, attempts to ascertain the most serious problems experienced by beginning teachers, in their opinion, and in that of their principals and supervisors. It also asks them to indicate the problems with which they felt they received most assistance during the year.

The problems selected were those that the surveys reviewed in Chapter II had revealed to be most serious. The final selection consisted of twenty-two problems. Because of the difficulty of ranking such a large number of items, it was decided to use the method of paired comparisons, in which a respondent is asked to rank one of two problems as more serious.

The method of paired comparisons. Ferguson summarizes the method as follows:

To obtain a ranking of objects on an attribute, the objects may be presented two at a time in all possible pairs and a judge required to make a choice on the presentation of each pair. Thus a choice is made between every object and every other object. This procedure is known as the method of paired comparisons and has been widely used in psychological work. The method is usually assumed to yield a more reliable ordering than that obtained by requiring a judge to order a whole group of objects directly. The number of possible pairs is the number of combinations of N things taken two at a time, or  $N(N-1)/2$ . As N increases, the number of comparisons increases very rapidly; consequently for large N



the method is frequently impractical.<sup>1</sup>

With 22 problems, presented in every possible combination, there would be  $22(22-1)/2$  pairs or 231. To avoid this excessive length, the items were grouped into five subsections: "Community and Role Adjustment", "School Orientation", "Subject Matter", "Classroom", and "Clerical". Each of these subsections contained four problems, except "Classroom" which had six. For each of the sections of four problems, there would be  $4(4-1)/2$  or six pairs, and for the "Classroom" section there would be  $6(6-1)/2$  or fifteen pairs.

This would have provided a ranking of each of the problems within each grouping, but no indication of the ranking of all of the problems. Therefore a sixth section called "General" was added. This was made up of five problem areas corresponding to the five subsections. In this section there were  $5(5-1)/2$  or ten pairs. This "General" section gave some indication of the relative seriousness of each of the problem areas.

The total number of pairs is forty-nine: four subsections of six, one of fifteen, and one of ten. Each

---

<sup>1</sup>G. A. Ferguson, Statistical Analysis in Psychology and Education (Toronto: McGraw-Hill Book Co., 1959), p. 189.



teacher was required to select from each pair the one problem that he considered more serious, and the one that he felt he had received more help with from school personnel. He was not permitted to indicate that the two problems were equally serious, nor was he permitted to omit any problems as not at all serious for him. The principals and supervisors were asked to select which problem they considered to be more serious for beginning teachers as a group, and with which problem they felt more help was given.

For example, the first pair of problems in the section headed "Community and Role Adjustment" are:

|   | <u>MORE<br/>SERIOUS<br/>PROBLEM</u> | <u>MORE<br/>HELP<br/>GIVEN</u> |
|---|-------------------------------------|--------------------------------|
| (a) Becoming acquainted with the community. | A                                   | A                              |
| (b) Learning Board policies and procedures. | B                                   | B                              |

If the teacher felt that the first was a more serious problem than the second, he circled A in the column headed "MORE SERIOUS PROBLEM". If, however, he felt that he had received more assistance in the second area rather than the first, he would circle B in the second column headed "MORE HELP GIVEN".

Some experimenters using this method have found that the choices were affected by the order of the items and by the proximity of the same items in the set. Thus if all



the pairs containing "Learning Board policies and procedures" were in succession, and if it was always the second problem of the pair, the judgments made would be biased. Ross has prepared tables which indicate the order of presentation that reduces this effect to a minimum.<sup>2</sup>

The theory behind the method of paired comparisons is complex, and the details are not important to this study. Each respondent is presented with two problems and asked to decide which is more serious. It is assumed that he reacts to each problem, compares his reactions, and selects the problem that gave rise to the stronger reaction. The theory assumes that the distribution of reactions to a problem is normal for a population. Thus it assumes that there is some unmeasured relative mean value for the seriousness of the problem, and that extreme judgments about its seriousness are less common than judgments at or near the mean degree of seriousness for the whole group. The theory was first advanced by Thurstone<sup>3</sup>

---

<sup>2</sup>R. T. Ross, "Optimum Order for the Presentation of Pairs in the Method of Paired Comparisons," Journal of Educational Psychology, XXV (1934), p. 375.

<sup>3</sup>L. L. Thurstone, The Measurement of Values (Chicago: The University of Chicago Press, 1959).



and an excellent summary is that by Edwards.<sup>4</sup>

The details of the method of obtaining scale values for each problem in a set are given in Chapter IV. In general terms, it may be illustrated by the following example. If one-half of the unqualified teachers select "Handling discipline problems" as more serious, and one-half select "Planning lessons", the statement might be made that these two problems are equal on the scale of seriousness that might be constructed. On the other hand, if three-quarters of the group select "Handling discipline problems" as more serious, and only one-quarter select "Planning lessons", then it might be stated that the former is higher on the scale of seriousness than the latter. Since the assumption is made that the scale of seriousness has a normal distribution, the proportions resulting from the number of times that one problem is chosen over another may be converted to normal deviation scores by reference to a table of the areas under the normal curve. These normalized scores are taken as the scale values of the particular problems.

---

<sup>4</sup>A. L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), pp. 28-34.



### Assumptions

The study was carried out on the following assumptions:

1. Beginning teachers in urban centres of Ontario experience problems similar to those of other beginning teachers surveyed in studies in other locations.
2. Beginning teachers, after nearly a year of experience, are aware of their problems and of the help that they have received, and are capable of selecting those that are most serious and those with which they have received most help.

### Research Hypotheses

The Beginning Teachers Questionnaire was constructed to test the following hypotheses:

1. Beginning unqualified teachers, beginning qualified teachers, and principals and supervisors will give significantly different ranking to problems on the criterion of seriousness.
2. Beginning unqualified teachers, beginning qualified teachers, and principals and supervisors will give significantly different ranking to problems on the criterion of seriousness and to the same problems on the criterion of help given with the problems.



3. Beginning unqualified teachers, beginning qualified teachers, and principals and supervisors will give significantly different ranking to problems on the criterion of more help given with them.

4. Beginning teachers' attitude toward teaching is directly related to their perception of the adequacy of the supervisory assistance given to them.

#### Operational Hypotheses

The first three research hypotheses were tested by means of the Spearman Coefficient of Rank Correlation, and the Kendall Coefficient of Concordance. The former tests the association between two sets of ranks, and the latter, the agreement among more than two sets of ranks.<sup>5</sup> Significance was required at the .05 level for rejection of the null hypotheses.

The following null hypotheses were tested:

1<sub>1</sub>. There is no significant correlation between the ranks given by unqualified teachers and those given by qualified teachers to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of seriousness.

1<sub>2</sub>. There is no significant correlation between the

---

<sup>5</sup>Ferguson, Op. cit., p. 179.



ranks given by unqualified teachers and those given by principals and supervisors to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of seriousness.

1<sub>3</sub> There is no significant correlation between the ranks given by qualified teachers and those given by principals and supervisors to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of seriousness.

1<sub>4</sub> There is no significant concordance among the ranks given by unqualified teachers, by qualified teachers, and by principals and supervisors to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of seriousness.

2<sub>1</sub> There is no significant correlation between the ranks given by beginning teachers to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of seriousness and the ranks that they give to the same problems on the criterion of help given.

2<sub>2</sub> There is no significant correlation between the ranks given by principals and supervisors to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of seriousness and the ranks



that they give to the same problems on the criterion of help given.

3<sub>1</sub> There is no significant correlation between the ranks given by unqualified teachers and those given by qualified teachers to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of help given.

3<sub>2</sub> There is no significant correlation between the ranks given by unqualified teachers and those given by principals and supervisors to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of help given.

3<sub>3</sub> There is no significant correlation between the ranks given by qualified teachers and those given by principals and supervisors to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of help given.

3<sub>4</sub> There is no significant concordance among the ranks given by unqualified teachers, by qualified teachers, and by principals and supervisors to problems within each of the six subsections of the Beginning Teachers Questionnaire on the criterion of help given.

Research hypothesis number 4 was not testable by



any standard tests of significance. An indication of the attitude toward teaching was obtained by the answers to Question 55 (Do you like teaching?). An indication of the satisfaction with the supervisory help given was obtained by means of a "Help Differential" score which was calculated by subtracting the transformed scale value for a problem on the criterion of seriousness from the transformed scale value of the same problem on the criterion of help given. A negative "Help Differential" was an indication that the help given was not meeting the need, and if the problem was rated a serious one, this would suggest that the teachers were not satisfied with the adequacy of the help given.

### Summary of Chapter III

The samples. From the populations of all the beginning teachers and all the principals and supervisors in high schools in large urban centres of Ontario in the school year 1965-66, samples of ninety unqualified teachers, fifty qualified teachers, and twenty-five principals and supervisors were selected for study.

The instrument. The Beginning Teachers Questionnaire was designed to ascertain the most serious problems of beginning teachers and to find out whether or not they



felt that they were receiving adequate assistance with them. The problems were divided into "Community and Role Adjustment", "School Orientation", "Subject Matter", "Classroom", "Clerical", and "General" problems. These were presented by the method of paired comparisons. A brief summary of the theory of this method was presented, and details of the method of treatment of the data given.

Hypotheses. The research hypotheses that formed the basis of the questionnaire were presented together with the operational hypotheses in the form in which they were tested.



## CHAPTER IV

### ANALYSIS OF THE DATA (MORE SERIOUS PROBLEM)

This chapter deals with the replies to items numbered 6 to 54 of the Beginning Teachers Questionnaire in the column headed "MORE SERIOUS PROBLEM". These consist of pairs of problems in six subsections headed "Community and Role Adjustment", "School Orientation Problems", "Subject Matter Problems", "Classroom Problems", "Clerical Problems", and "General Problems". Respondents were required to select the one problem of each pair which they considered more serious, and to circle the letter A or B opposite that problem.

The order of presentation is from the "General Problems" subsection through the other five in the order indicated by the ranking of the problem areas in the "General Problems" subsection. This order is "Classroom Problems", "School Orientation Problems", "Subject Matter Problems", "Clerical Problems", and finally "Community and Role Adjustment Problems".

The five "General Problems" are lettered A to E, and the specific problems in the other five subsections are lettered a to v, using lower case letters. The details of



the method of analyzing the data are given for the "General Problems" only, and the results of the other subsections are presented without the intermediate steps necessary to calculating them.

### I. GENERAL PROBLEMS

The following are the "General Problems" in the Beginning Teachers Questionnaire:

- A. Adjusting to the community and to your role as a teacher.
- B. Orientating to the school, its personnel, and its pupils.
- C. Coping with clerical problems.
- D. Solving problems of subject content.
- E. Solving classroom and teaching problems.

#### The Frequency Matrix

For each group of respondents a frequency count was made of the number of times that each problem was chosen over another, and these frequencies were entered in the cells of a frequency matrix. The matrix for unqualified teachers is shown in Table IV.

The figure in each cell is the number of times that the problem represented by the letter at the side was chosen



in preference to the problem represented by the letter at the top. The horizontal rows show the number of times that the problems were chosen, and the vertical columns show the number of times that they were not chosen.

For example, problem A was chosen over problem B 31 times; over problem C, 38 times; over problem D, 35 times; over problem E, 5 times; and over all other problems, it was chosen 109 times. Problem A was not chosen over problem B 59 times; it was not chosen over problem C, 52 times; it was not chosen over problem D, 55 times; over problem E, 85 times; and it was not chosen over all other problems, 251 times.

The number of times that a problem was chosen plus the number of times that it was not chosen must equal the number of judges, in this case, ninety. For example, problem C was chosen over problem D 40 times, and therefore problems D must have been chosen over problem C, 50 times. Corresponding cells above and below the diagonal are related by the equation  $f_{AB} = N - f_{BA}$  where  $f_{AB}$  is the frequency of choice of problem A over problem B, N is the number of judges, and  $f_{BA}$  is the frequency of choice of problem B over problem A.



TABLE IV

FREQUENCY MATRIX FOR SERIOUSNESS OF GENERAL  
PROBLEMS (UNQUALIFIED TEACHERS)

| Problems             | A   | B   | C   | D   | E   | Totals |
|----------------------|-----|-----|-----|-----|-----|--------|
| A. Commun.-Role adj. | --- | 31  | 38  | 35  | 15  | 109    |
| B. School orient.    | 59  | --- | 56  | 43  | 20  | 178    |
| C. Clerical prob.    | 52  | 34  | --- | 40  | 20  | 146    |
| D. Subject prob.     | 55  | 47  | 50  | --- | 13  | 165    |
| E. Classroom prob.   | 85  | 70  | 70  | 77  | --- | 302    |
| Totals               | 251 | 182 | 214 | 195 | 58  | 900    |

NOTE: The figures in the cells represent the number of times that the problem on the left was chosen over the problem at the top. The row totals indicate the number of times a problem was chosen; the column totals indicate the number of times it was not chosen.



Since each problem is paired with all others, it appears in four pairs. The total of possible choices for each problem is therefore 4 times 90 or 360. The totals for the row plus the total for the column for each problem must equal 360.

### The Proportion Matrix

Table V shows the proportion matrix corresponding to the frequency matrix of Table IV. This is obtained by dividing the frequency in each cell by ninety, the number of judges. The number of times that problem A was chosen over problem B was 31, and the corresponding proportion is therefore 31/90 or .346. The proportion of preference of problem B over problem A is 59/90 or .654. These two proportions, and all the proportions in corresponding cells are related by the equation  $p_{AB}=1-p_{BA}$  where  $p_{AB}$  is the proportion of choices of A over B, and  $p_{BA}$  is the proportion of choices of B over A.

### Normal Deviate Matrix

One of the basic assumptions of the method of paired comparisons is that the distribution of judgments about some problem is normal for a population. The proportions of Table V are changed into corresponding standard deviation scores by reference to a table of areas under the normal



TABLE V

PROPORTION MATRIX FOR SERIOUSNESS OF GENERAL  
PROBLEMS (UNQUALIFIED TEACHERS)

| Problems           | A    | B    | C    | D    | E    | Totals |
|--------------------|------|------|------|------|------|--------|
| A. Comm.-Role adj. | ---  | .346 | .423 | .390 | .060 | .302   |
| B. School orient.  | .654 | ---  | .621 | .478 | .225 | .495   |
| C. Clerical prob.  | .577 | .379 | ---  | .445 | .225 | .406   |
| D. Subject prob.   | .610 | .522 | .555 | ---  | .148 | .458   |
| E. Classroom prob. | .940 | .775 | .775 | .852 | ---  | .839   |
| Totals             | .698 | .505 | .594 | .542 | .161 |        |

NOTE: The figures in the cells represent the proportion of choices of the problem on the left over the problem at the top.



curve. Edwards has prepared special tables giving normal deviate scores corresponding to proportions of a dichotomized normal distribution.<sup>1</sup>

A unit normal curve is pictured in Figure 1, with standard deviation scores and proportions measured along its base line. Note that the mean in standard deviation scores is zero, and that this is equal to a proportion of .500, which would indicate that two problems were chosen equally often and were thus equal on the scale of seriousness. All proportions less than .500 are indicated by negative standard deviation scores, and all proportions greater than .500 are indicated by positive standard deviation scores.

Reference to a table of areas under the normal curve shows that about 95 per cent of the area lies between standard deviation scores of +2 and -2. The area between standard deviation scores of +3 and -3 includes 99.7 per cent of the area. The tails of the curve extend to infinity, but for practical purposes, the curve may be taken to extend from +3 to -3. Therefore a proportion of 1.000 will be said to equal +3 and a proportion of 0.000 will

---

<sup>1</sup>Edwards, Op. cit., p. 246.



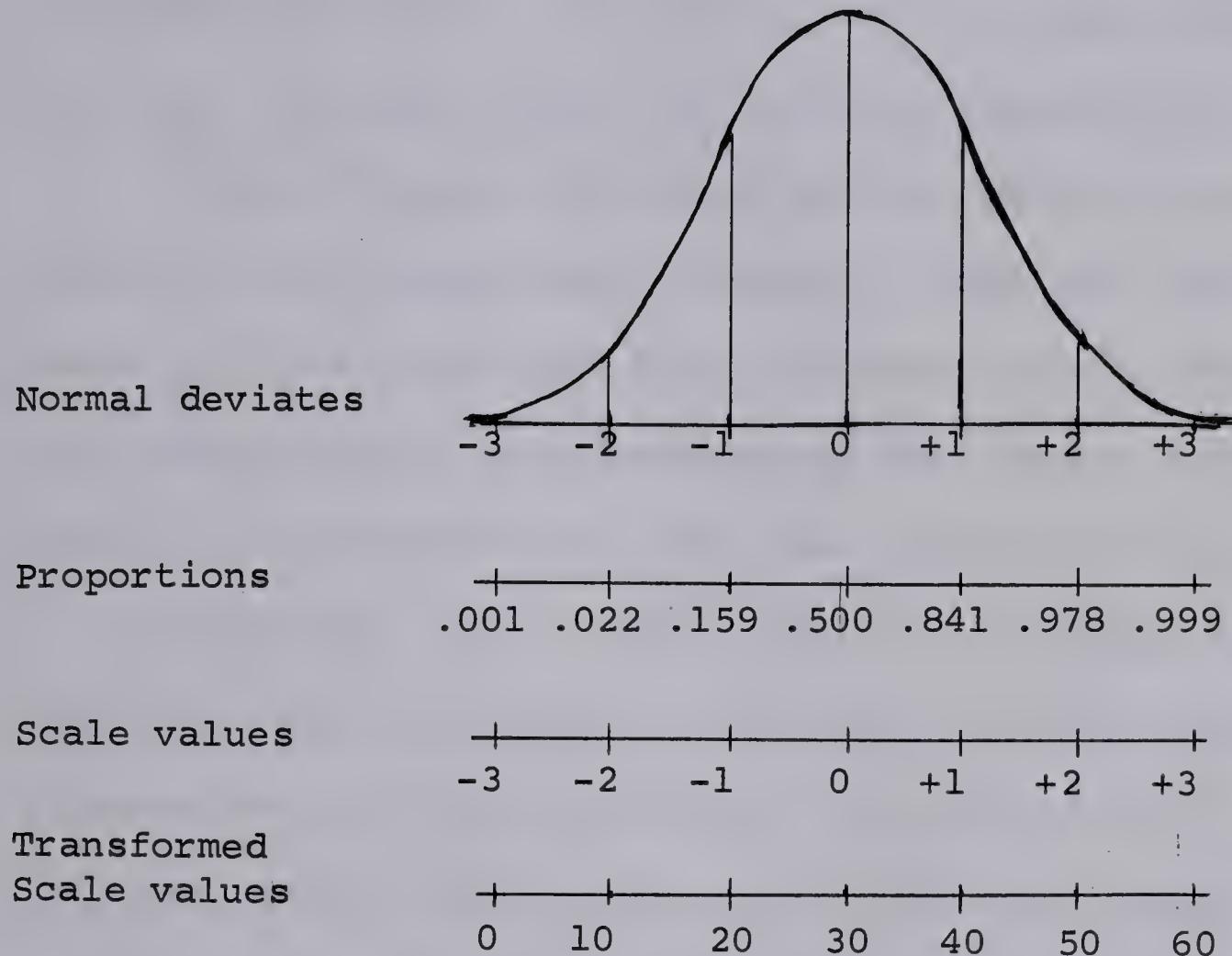


FIGURE 1

UNIT NORMAL CURVE SHOWING RELATIONSHIP OF STANDARD  
DEVIATION SCORES, PROPORTIONS, SCALE VALUES,  
AND TRANSFORMED SCALE VALUES



be taken as equivalent to -3. At these extreme values, a very small difference in proportions results in a very large difference in deviation scores. For very small N, where each individual accounts for a large proportion, and where proportions of 0.000 or 1.000 are more likely to occur, the scale values are somewhat exaggerated.

Table VI shows the normal deviate scores corresponding to the proportions of Table V. Note that the diagonal cells are filled in by the mean score 0.000 on the theory that any problem compared with itself must result in a proportion of .500. The standard deviate scores in corresponding cells on each side of the diagonal are equal but opposite in sign. For example, in cell AB the standard deviate score equivalent to a proportion of .346 is -.396, and in corresponding cell, BA, the standard deviate score equivalent to a proportion of .654 is .396.

The row totals in Table VI are divided by five, the number of problems, to determine a mean normal deviate score for each problem. This mean score, representing the position of a problem on the base of the normal curve, is called its scale value.

The scale value for problem A is  $-2.424/5$  or -.485, and the scale value of problem E is  $4.110/5$  or .822. The



TABLE VI

NORMAL DEVIATE MATRIX FOR SERIOUSNESS OF GENERAL  
PROBLEMS (UNQUALIFIED TEACHERS)

| Problems           | A     | B     | C     | D     | E      | Totals |
|--------------------|-------|-------|-------|-------|--------|--------|
| A. Comm.-Role adj. | .000  | -.396 | -.194 | -.279 | -1.555 | -2.424 |
| B. School orient.  | .396  | .000  | .308  | -.055 | -.755  | -.106  |
| C. Clerical prob.  | .194  | -.308 | .000  | -.138 | -.755  | -1.007 |
| D. Subject prob.   | .279  | .055  | .138  | .000  | -1.045 | -.573  |
| E. Classroom prob. | 1.555 | .755  | .755  | 1.045 | .000   | 4.110  |
| Totals             | 2.424 | .106  | 1.007 | .573  | -4.110 |        |



ranks of the problems are determined by these scale values. The largest scale value is given the rank 1, indicating the most serious problem of the subsection.

Because the decimals and the negative numbers make visualization of the intervals between scale values difficult, transformed approximate scale values are calculated by multiplying the scale values by ten, rounding off the result to the nearest whole number, and adding thirty to this number. The actual scale values have a mean of 0 and a range from -3 to +3; the transformed scale values have a mean of 30, and a range from 0 to 60.

Table VII shows the scale values, ranks, and transformed scale values for "General Problems" for unqualified teachers.

Similar procedures were followed to arrive at the scale values of the problems in the six subsections for each of the respondent groups. The changing of the frequencies to proportions and to normal scores not only makes the groups easily comparable, even with different numbers in each group, it also changes the ranking of problems in some cases where frequencies are close or where very small or very large proportions occur in a cell, and cause the normal deviation scores to be relatively large. If the



TABLE VII

 SCALE VALUES, RANKS, AND TRANSFORMED SCALE VALUES  
 FOR SERIOUSNESS OF GENERAL PROBLEMS  
 FOR UNQUALIFIED TEACHERS

| Problems          | Totals | Scale<br>Values<br>(Total/5) | Ranks | Trans.<br>Scale<br>Values* |
|-------------------|--------|------------------------------|-------|----------------------------|
| A.Comm.-Role adj. | -2.424 | -.485                        | 5     | 25                         |
| B.School orient.  | -.106  | -.021                        | 2     | 30                         |
| C.Clerical prob.  | -1.007 | -.201                        | 4     | 28                         |
| D.Subject prob.   | -.573  | -.115                        | 3     | 29                         |
| E.Classroom prob. | 4.110  | .822                         | 1     | 38                         |

\*NOTE: The transformed scale values are calculated by multiplying the scale values by ten, rounding off the result to the nearest whole number, and adding thirty.



assumption of normal distribution of the judgments being scaled is correct, the ranking arrived at by this method must be considered more valid than by simply using the frequencies directly.

Table VIII shows the ranks and transformed scale values for the three groups: unqualified teachers, qualified teachers, and principals and supervisors. Reference to "scale values" in the analysis of the results will always be to the "transformed" scale values.

#### Tests of Significance

Correlation. The perfect agreement of the ranks for all five problems among the three groups means that the correlation coefficient must be 1.000.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by qualified teachers to "General Problems" on the criterion of seriousness, is rejected.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by principals and supervisors to "General Problems" on the criterion of seriousness, is rejected.

The null hypothesis that there is no significant correlation between the ranks given by qualified teachers



TABLE VIII  
 RANKS AND SCALE VALUES OF SERIOUSNESS  
 OF GENERAL PROBLEMS TO UNQUALIFIED  
 AND QUALIFIED TEACHERS AND  
 PRINCIPAL-SUPERVISORS

| Problems           | Ranks |   |     | Scale values |    |     |
|--------------------|-------|---|-----|--------------|----|-----|
|                    | U     | Q | P&S | U            | Q  | P&S |
| A. Comm.-Role adj. | 5     | 5 | 5   | 25           | 26 | 23  |
| B. School orient.  | 2     | 2 | 2   | 30           | 30 | 33  |
| C. Clerical prob.  | 4     | 4 | 4   | 28           | 27 | 24  |
| D. Subject prob.   | 3     | 3 | 3   | 29           | 29 | 30  |
| E. Classroom prob. | 1     | 1 | 1   | 38           | 39 | 40  |



and those given by principals and supervisors to "General Problems" on the criterion of seriousness, is rejected.

It is concluded that there is significant and positive correlation between the ranking of these problems by the two teacher groups and by each of the teacher groups and the principals and supervisors.

Concordance. Kendall's Coefficient of Concordance is a descriptive measure of the agreement among more than two sets of ranks. When there is perfect agreement, as here, the coefficient has a value of 1.000; when there is great disagreement, the coefficient has a value approaching 0.000.

The null hypothesis that there is no significant concordance among the ranks of the three groups for "General Problems" on the criterion of seriousness, is rejected.

Commentary. The true test of the validity of the scale values of the problems in the questionnaire would be a large number of retests of different samples. An indication of the significance of a difference in scale values is provided by reference to areas under the normal curve. Since ten transformed scale value units represent one standard deviation unit, a difference of twenty would represent two standard deviation units. This is the dif-



ference required for significance at the .05 level, if one of the scores is at or near the mean. The largest difference in scale values in Table VIII is 4, the difference in scale values for problem C between the unqualified teachers and the principals and supervisors. This relatively small difference can be taken only as an indication that unqualified teachers consider this problem more serious than do principals and supervisors.

The unanimous choice of "Classroom and Teaching Problems" as the most serious is not consistent with much of the literature reviewed. Shuster's study of uncertified teachers showed a similar ranking of these problems, and Strickland reported that finding out what supervisors thought of their teaching was the number one problem of the teachers that he surveyed. However, first choice in Lane's study was Community Orientation; in that of Wallace, it was Learning Routines. Tower ranked Keeping Records first; Miller and Hodgson's study showed Obtaining Equipment to be most serious; and Sister Kuefler reported that Learning the extent of their authority, was number one in her survey.

It must be remembered that the present study is of groups of beginning teachers in secondary schools in



large city systems. It might almost be assumed that this group would receive sufficient help with clerical problems, and a good supply of equipment and supplies. Moreover, community orientation in a large city may no longer be the problem it once was, or perhaps still is in smaller communities.

However it may be explained, the fact remains that "Classroom and Teaching Problems" are the most serious for these beginning teachers in Ontario and for their supervisors, and by a wide margin over all other problem areas. The assumption that the problems of these beginning teachers would be the same as those reported in other studies, is at least partially disproved.

## II. CLASSROOM PROBLEMS

The following problems are included in this section:

- a. Understanding and motivating adolescents.
- b. Planning lessons.
- c. Finding out what principal and supervisors think of your teaching.
- d. Improving teaching methods.
- e. Using teaching aids and audio-visual media.
- f. Handling discipline problems.



Table IX shows the ranks and scale values for these problems on the criterion of seriousness. The starred values for problems d and e in the Principals and Supervisors' column are somewhat exaggerated as a result of the unanimous choice of d over e by this group. As indicated earlier in the chapter, a proportion of 1.000 is approximated by the normal deviate score +3, and a proportion of 0.000 is given the approximate value -3.

#### Tests of Significance

Correlation. The Spearman Coefficient of Rank Correlation for the ranks of the unqualified teachers and those of the qualified teachers is .943, which is significant at the .01 level. The null hypothesis that there is no significant correlation of the ranking of these problems by these two groups on the criterion of seriousness, is rejected.

Since the ranks given to the problems by the qualified teachers were the same as those given by the principals and supervisors, there is significant correlation between the ranks of the unqualified teachers and the principals and supervisors, and perfect positive correlation between the qualified teachers and the principals and supervisors.



TABLE IX

RANKS AND SCALE VALUES OF SERIOUSNESS  
 OF CLASSROOM PROBLEMS TO UNQUALIFIED  
 AND QUALIFIED TEACHERS AND  
 PRINCIPAL-SUPERVISORS

| Problems            | Ranks |   |     | Scale values |    |     |
|---------------------|-------|---|-----|--------------|----|-----|
|                     | U     | Q | P&S | U            | Q  | P&S |
| a. Motivating adol. | 2     | 2 | 2   | 35           | 34 | 37  |
| b. Planning lessons | 4     | 4 | 4   | 28           | 27 | 29  |
| c. Princ. opinion   | 6     | 5 | 5   | 26           | 26 | 21  |
| d. Teaching methods | 1     | 1 | 1   | 36           | 36 | 38* |
| e. A-V media        | 5     | 6 | 6   | 26           | 24 | 19* |
| f. Discipline       | 3     | 3 | 3   | 31           | 34 | 36  |

\*NOTE: Starred values indicate exaggerated values  
 because of unanimous choice of one problem(d) over another(e).



The null hypothesis that there is no significant correlation between the ranks given to "Classroom Problems" by unqualified teachers and those given by principals and supervisors, is rejected.

The null hypothesis that there is no significant correlation between the ranks given to "Classroom Problems" by qualified teachers and those given by principals and supervisors, is rejected.

Concordance. Since Kendall's Coefficient of Concordance is directly related to the correlation between each pair of sets of ranks, it is clear that there is concordance among the three sets. This proves to be true at better than the .01 level of significance. The null hypothesis that there is no significant concordance among the ranks given to "Classroom Problems" by the three groups, is rejected. It is concluded that there is significant agreement among the ranking of these problems by all three groups, on the criterion of seriousness.

Commentary. The most serious problems in this subsection, according to all three groups are: (1) Improving teaching methods; (2) Understanding and motivating adolescents; and (3) Handling discipline problems. These three problems rate above-average in seriousness on the scale



and the other three rank below-average. While there are no differences in scale values that can be called statistically significant, there is an indication that unqualified teachers consider discipline problems relatively less serious than their principals and supervisors believe them to be. Although problems c and e rank below-average in seriousness in everyone's opinion, they are considerably more serious for the teachers than the supervisory group thinks they are.

These findings are quite similar to those in Shuster's study of non-professionally prepared teachers, except for a reversal of the order of the problems b (Planning lessons), and f (Handling discipline problems). Miller and Hodgson ranked "Discipline Problems" second, "Motivating Pupils" third, and "Planning Lessons" fourth.

Strickland's finding that the most serious problem was "Finding out what principal and supervisors thought of their work" proved not to be true for the teachers in the present study. The unqualified teachers, who must be among the most closely supervised teachers in their first year, rated this as the least serious problem in the set.



### III. SCHOOL ORIENTATION PROBLEMS

The problem area ranked second in the "General Problems" subsection was that dealing with school orientation. The items in this subsection are the following:

- g. Learning school policies and procedures.
- h. Becoming acquainted with school personnel.
- i. Adjusting your educational goals to those of the school.
- j. Familiarizing yourself with your pupils' academic and social background.

Table X shows the ranks and transformed scale values for the problems of this subsection. Getting to know the pupils was ranked most-serious and getting to know the staff, least-serious of the four problems.

#### Tests of Significance

Correlation. When ranking four items, one must have perfect correlation for significance at the .05 level. It is evident that the ranks given by the unqualified teachers and by the principals and supervisors meet this requirement, but those of the qualified teachers are not significantly correlated with the ranks of either of the other two groups.



TABLE X

RANKS AND SCALE VALUES OF SERIOUSNESS OF SCHOOL  
 ORIENTATION PROBLEMS TO UNQUALIFIED  
 AND QUALIFIED TEACHERS AND  
 PRINCIPAL-SUPERVISORS

| Problems            | Ranks |   |     | Scale values |    |     |
|---------------------|-------|---|-----|--------------|----|-----|
|                     | U     | Q | P&S | U            | Q  | P&S |
| g. School policy    | 2     | 3 | 2   | 32           | 29 | 31  |
| h. School personnel | 4     | 4 | 4   | 22           | 23 | 23  |
| i. Educ. goals      | 3     | 2 | 3   | 32           | 31 | 30  |
| j. Pupils' backgr.  | 1     | 1 | 1   | 35           | 36 | 37  |



The null hypothesis that there is no significant correlation between the ranks given to "School Orientation Problems" by unqualified teachers and those given by qualified teachers cannot be rejected, and therefore it must be concluded that there is a significant difference in their ranking of these problems on the criterion of seriousness.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by principals and supervisors, is rejected.

The null hypothesis that there is no significant correlation between the ranks given to "School Orientation Problems" by qualified teachers and those given by principals and supervisors, is accepted, and it is concluded that there is a significant difference in the ranking of these problems by these two groups.

Concordance. The Coefficient of Concordance was found to be significant at the .05 level.

The null hypothesis that there is no significant concordance among the ranks given by the three groups to "School Orientation Problems" is rejected, and it is concluded that there is significant agreement among the



three groups on the relative seriousness of these problems.

Commentary. Although the significant concordance and the closeness of the scale values indicate general agreement among the three groups, the lack of correlation of the ranks of the qualified teachers with those of the other two groups is worthy of comment. Problem g (Learning school policies and procedures) is ranked third by the qualified teachers, and second by the other two groups. The scale value differences of 2 and 3 units indicate a quite definite difference. Perhaps the full year of professional training gave the qualified teachers more opportunity of learning typical school routines and consequently this aspect of school orientation was not so troublesome to them as to the unqualified teachers.

"Learning school routines and policies" was ranked second in Strickland's study, first in that by Wallace, and fourth in Tower's survey. Lane ranked it second and Sister Kuefler, fourth. Wallace ranked "Learning the school's philosophy" fourth in seriousness.

It is impossible to determine, with the problems subdivided as they are, and using the method of paired comparisons, whether the most serious problems in one



subsection are more or less serious than the least serious ones in another. The scale values are derived from the frequency of choice of one problem over another within subsections, and though the "General Problems" subsection ranks give some indication of the relative seriousness of each problem area, it would be wrong to assume that the scale values of problems in one subsection bear any direct relation to those of problems in another. Thus, a scale value of 35 for problem j does not necessarily mean that it is more serious than problem b with a score of 28.

#### IV. SUBJECT MATTER PROBLEMS

The problems that comprise this subsection are the following:

- k. Understanding subject content.
- l. Interpreting courses of study.
- m. Finding reference material.
- n. Adapting courses to varying abilities of pupils.

Table XI shows the ranks and scale values for these problems. Problem n ranks first in the opinion of all groups, and problem k is ranked fourth by all.



TABLE XI

RANKS AND SCALE VALUES OF SERIOUSNESS OF SUBJECT  
 MATTER PROBLEMS TO UNQUALIFIED  
 AND QUALIFIED TEACHERS AND  
 PRINCIPAL-SUPERVISORS

| Problems            | Ranks |   |     | Scale values |    |     |
|---------------------|-------|---|-----|--------------|----|-----|
|                     | U     | Q | P&S | U            | Q  | P&S |
| k. Subject content  | 4     | 4 | 4   | 24           | 24 | 24  |
| l. Courses of study | 3     | 3 | 2   | 28           | 28 | 30  |
| m. Ref. material    | 2     | 2 | 3   | 29           | 29 | 26  |
| n. Adapt. courses   | 1     | 1 | 1   | 39           | 40 | 40  |



### Tests of Significance

Correlation. The identical ranking of the four problems by the unqualified and qualified teachers means that these two groups are significantly in agreement on their rating of the seriousness of these problems. The difference in the ranks given by the principals and supervisors means that their ranking cannot be considered significantly correlated with the rankings by either of the teacher groups, since a coefficient of 1.000 is required when four items are being ranked.

The null hypothesis that the ranks given to "Subject Matter Problems" by unqualified teachers and those given by qualified teachers are not significantly correlated, is rejected.

The null hypothesis that the ranks given to "Subject Matter Problems" by unqualified teachers and those given by principals and supervisors are not significantly correlated, cannot be rejected, and a significant difference in their ranking of these problems on the criterion of seriousness, is indicated.

The null hypothesis that the ranks given to "Subject Matter Problems" by qualified teachers and those given by principals and supervisors are not significantly



correlated, is accepted, and a significant difference in their ranking of the seriousness of these problems is indicated.

Concordance. The coefficient of concordance is significant at the .05 level.

The null hypothesis that there is no significant association among the ranks given by the three groups to "Subject Matter Problems" on the criterion of seriousness, is rejected, and significant agreement is evident.

Commentary. The lack of correlation between the ranks given by the principals and supervisors and those of the teachers is noteworthy. Apparently "Interpreting courses of study" is not as serious a problem for beginners as supervisors think it is, and "Finding reference material" is more of a problem than they realize.

Several teachers added unsolicited comments to their questionnaires regarding problem n (Adapting courses to varying abilities of pupils). They indicated that the problem of adapting virtually the same course to classes of academic and vocational students was particularly serious. The different attitude of the vocational student from the academic student apparently was a distinct shock for some beginners.



Although problem n is concerned with adapting subject matter, it is also linked with problem j (Familiarizing yourself with pupils' academic and social background), and with problems d (Improving teaching methods) and a (Understanding and motivating adolescents). All are facets of the one general problem of teaching students effectively.

#### V. CLERICAL PROBLEMS

Ranked fourth in the "General Problems" subsection, "Clerical Problems" include the following:

- o. Keeping records and register.
- p. Constructing tests and examinations.
- q. Obtaining supplies and equipment.
- r. Evaluating and marking students' work.

Table XII shows the ranks and scale values of these problems for the three groups. The starred scale values indicate that the principals and supervisors were again unanimous in their selection of one problem over another. Problem r was selected by all members of this group as more serious than both problem o and problem q. This means that the scale values for these three problems are somewhat exaggerated in relation to the scale values for the same problems in the teachers' columns.



TABLE XII

RANKS AND SCALE VALUES OF SERIOUSNESS  
 OF CLERICAL PROBLEMS TO UNQUALIFIED  
 AND QUALIFIED TEACHERS AND  
 PRINCIPAL-SUPERVISORS

| Problems        | Ranks |     |     | Scale values |    |     |
|-----------------|-------|-----|-----|--------------|----|-----|
|                 | U     | Q   | P&S | U            | Q  | P&S |
| o. Records      | 3     | 3.5 | 3   | 26           | 24 | 19* |
| p. Examinations | 2     | 2   | 2   | 33           | 34 | 37  |
| q. Supplies     | 4     | 3.5 | 4   | 25           | 24 | 18* |
| r. Marking      | 1     | 1   | 1   | 36           | 37 | 46* |

\*NOTE: The starred values indicate exaggerated values as a result of a unanimous choice of problem r over problems o and q.



### Tests of Significance

Correlation. Since the problems were ranked identically by unqualified teachers and by principals and supervisors, the ranks given by these two groups are significantly correlated at the .05 level. Although the difference in the ranks given by the qualified teachers is just .5, the requirement of perfect agreement for significance when ranking four items means that their ranks are not significantly correlated with those of either of the other groups.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by qualified teachers to "Clerical Problems", is accepted.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by principals and supervisors to "Clerical Problems", is rejected.

The null hypothesis that there is no significant correlation between the ranks given by qualified teachers and those given by principals and supervisors to "Clerical Problems" is accepted.

Concordance. The coefficient of rank concordance is significant at better than the .01 level.



The null hypothesis that there is no significant concordance among the ranks given by the three groups to "Clerical Problems" on the criterion of seriousness, is rejected, and significant agreement is concluded.

Commentary. Problem q (Obtaining supplies and equipment) seems to have been a more serious problem in the past according to the related literature. Strickland's study showed it to be third in seriousness, Tower rated it second, Miller and Hodgson found it the most serious problem of all, and Sister Kuefler's survey rated it second.

Murray's study in 1955 ranked "Lack of equipment" as one of the main causes for teachers' leaving the profession. Redefer found that California teachers in 1959 ranked excessive clerical work as one of the main causes of dissatisfaction.

Apparently in large cities of Ontario in 1966 obtaining supplies is not a major problem, and keeping records and registers is not considered serious. One possible explanation for the low ranking of the latter problem is that in at least one of the cities concerned teachers no longer keep registers. Attendance is recorded by computer, and so the onerous task of calculating monthly attendance averages and percentages has disappeared for



many teachers.

The two problems ranked first and second are related to the other most-serious problems in the other subsections. While they are both "clerical" problems, they are also teaching-and -learning problems. Constructing effective examinations and evaluating students' work fairly involve teaching methods, understanding and motivating students, learning about their academic background, and adapting courses to suit their abilities. The "clerical" aspect of these problems well may be secondary in the minds of the beginning teachers.

## VI. COMMUNITY AND ROLE ADJUSTMENT

The problems in this section are:

- s. Becoming acquainted with the community.
- t. Learning Board policies and procedures.
- u. Learning the rights and authority of a teacher.
- v. Solving personal problems of adjustment to the demands of the profession.

Table XIII shows the ranks given to these problems by the three groups. Orientation to the profession was rated the most serious problem, and orientation to the community, the least serious.



TABLE XIII

RANKS AND SCALE VALUES FOR SERIOUSNESS OF  
 COMMUNITY-ROLE ADJUSTMENT PROBLEMS TO  
 UNQUALIFIED AND QUALIFIED TEACHERS  
 AND PRINCIPAL-SUPERVISORS

| Problems             | Ranks |   |     | Scale values |    |     |
|----------------------|-------|---|-----|--------------|----|-----|
|                      | U     | Q | P&S | U            | Q  | P&S |
| s. Community orient. | 4     | 4 |     | 22           | 22 | 22  |
| t. Board policies    | 3     | 3 | 3   | 29           | 28 | 23* |
| u. Teacher's rights  | 2     | 2 | 2   | 33           | 34 | 33  |
| v. Personal prob.    | 1     | 1 | 1   | 36           | 36 | 43* |

\*NOTE: The starred values are exaggerated because of the unanimous choice of problem v over problem t.



### Tests of Significance

Correlation. The ranking of all items by all groups is identical, and therefore there is significant correlation between each pair of sets of ranks at the .05 level.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by qualified teachers to "Community and Role Adjustment Problems", is rejected.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by principals and supervisors to "Community and Role Adjustment Problems", is rejected.

The null hypothesis that there is no significant correlation between the ranks given by qualified teachers and those given by principals and supervisors to "Community and Role Adjustment Problems", is rejected.

In each case significant agreement between the groups about the relative seriousness of these problems is evident.

Concordance. The coefficient of concordance is significant at better than the .01 level.

The null hypothesis that there is no significant concordance among the ranks given to "Community and Role Adjustment Problems" by the three groups, is rejected.



Commentary. The starred scale values in Table XIII indicate a unanimous choice by the principals and supervisors of problem v (Solving personal problems of adjustment) over problem t (Learning Board policies and procedures). It is interesting to note that these Board officials feel that learning the policies of that Board should be relatively unimportant. The teachers agree about the ranking of the problems, but the scale values indicate that problem t gives them more trouble than their supervisors believe.

Lane's study reported that "Community orientation" was the most serious problem for beginning teachers. For the teachers in the present study, it is the least-serious problem in the subsection rated least-serious.

Sister Kuefler reported that the most serious problem of all was "Learning the extent of the authority of a teacher", but the present study ranks this second in this lowest-rated subsection.



## Summary of Chapter IV

Summary of findings. The problems rated most serious were those in the areas of "Classroom and Teaching" and "School Orientation". Those considered least serious were in the areas of "Community and Role Adjustment" and "Clerical Problems".

The following were rated above-average in seriousness by all three groups. The items are presented in the order in which they were ranked in each subsection:

1. Solving classroom and teaching problems.
2. Orientating to the school, its personnel, and its pupils.
3. Improving teaching methods.
4. Understanding and motivating adolescents.
5. Solving discipline problems.
6. Familiarizing yourself with pupils' academic and social background.
7. Learning school policies and procedures.
8. Adjusting your educational goals to those of the school.
9. Adapting course to varying abilities of students.
10. Evaluating and marking students' work.
11. Constructing tests and examinations.



12. Solving personal problems of adjustment to the demands of the profession.

13. Learning the rights and authority of a teacher.

Significant correlation at the .05 level or better was found between the ranks given by unqualified teachers and those given by qualified teachers to "General Problems", "Classroom and Teaching Problems", "Subject Matter Problems", and "Community and Role Adjustment Problems".

Significant correlation at the .05 level or better was found between the ranks given by unqualified teachers and those given by principals and supervisors to "General Problems", "Classroom and Teaching Problems", "School Orientation Problems", "Clerical Prblems", and "Community and Role Adjustment Problems".

Significant correlation at the .05 level or better was found between the ranks given by qualified teachers and by principals and supervisors to "General Problems", "Classroom and Teaching Problems", and "Community and Role Adjustment Problems".

Significant concordance at the .05 level or better was found among the ranks given by the three groups to all problems in all subsections.



Commentary. The three groups are in general agreement on the relative seriousness of most of the problems listed. The ranking of problems by principals and supervisors is more closely correlated with the ranking by unqualified teachers than with the ranking by qualified teachers. The qualified and unqualified teachers are in agreement in four of the six subsections.

The problems that the teachers rate most serious are all related to the one general problem of teaching adolescents effectively. The teachers in the present study seem less concerned than groups in other studies with personal adjustment problems, clerical problems and routine problems.



## CHAPTER V

### ANALYSIS OF THE DATA (MORE HELP GIVEN)

In Chapter V the replies from the "MORE HELP GIVEN" column of the Beginning Teachers Questionnaire are analyzed and the results compared with those reported in Chapter IV. The last section of the chapter is devoted to an analysis of the answers to the questions numbered 55, 56, and 57 concerning the teachers' attitude toward teaching and their intentions regarding continuing in the profession.

Scale values, ranks, and transformed scale values for the problems were calculated following the procedures outlined at the beginning of Chapter IV. The same statistical tests of significance were applied to determine significant correlation of ranks between groups, and significant concordance among the three groups.

To compare the help given with the seriousness of the problem the same rank correlation test was applied to the two sets of ranks given to a set of problems by a group on the criterion of help given and on the criterion of seriousness. A further comparison of the help needed with the help given was made by means of a "Help Differential" score calculated by subtracting the scale value for a



problem in the "MORE SERIOUS PROBLEM" column from the scale value of the same problem in the "MORE HELP GIVEN" column. Although no statistical tests of significance are available to assess the significance of the values obtained, a value of zero would indicate that help given was meeting need, a negative value would indicate that more help was needed, and a positive value would suggest that help given was considered to be more than adequate.

### I. GENERAL PROBLEMS

The "General Problems" are the following:

- A. Adjusting to the community and to your role as a teacher.
- B. Orientating to the school, its personnel, and its pupils.
- C. Coping with clerical problems.
- D. Solving problems of subject content.
- E. Solving classroom and teaching problems.

Table XIV shows the ranks and scale values for these five problem areas on the criterion of help given. The starred values indicate that the principals and supervisors all selected problem E over problem A, and consequently the scale values are somewhat exaggerated.



TABLE XIV

RANKS AND SCALE VALUES FOR HELP GIVEN WITH GENERAL  
PROBLEMS FOR UNQUALIFIED AND QUALIFIED  
TEACHERS AND PRINCIPAL-SUPERVISORS

| Problems           | Ranks |   |     | Scale values |    |     |
|--------------------|-------|---|-----|--------------|----|-----|
|                    | U     | Q | P&S | U            | Q  | P&S |
| A. Comm.-Role adj. | 5     | 5 | 5   | 24           | 26 | 19* |
| B. School orient.  | 2     | 3 | 2   | 32           | 31 | 31  |
| C. Clerical prob.  | 4     | 4 | 4   | 29           | 30 | 27  |
| D. Subject prob.   | 3     | 2 | 3   | 32           | 31 | 31  |
| E. Classroom prob. | 1     | 1 | 1   | 34           | 32 | 41* |

\*NOTE: Starred values are exaggerated because of  
the unanimous choice of problem E over problem A.



### Tests of Significance

Correlation. The ranking of these problems by the principals and supervisors and the unqualified teachers is identical, and therefore the ranks given by these two groups are significantly correlated at the .01 level. The Correlation Coefficient calculated for the ranks given by the qualified teachers and those given by each of the other groups is found to be significant at the .05 level.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by qualified teachers to "General Problems" on the criterion of help given, is rejected.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by principals and supervisors to "General Problems" on the criterion of help given, is rejected.

The null hypothesis that there is no significant correlation between the ranks given by qualified teachers and those given by principals and supervisors to "General Problems" on the criterion of help given, is rejected.

It is concluded that there is significant agreement



between groups about the amount of help given with these problem areas.

Concordance. The Kendall Coefficient of Concordance is significant at better than the .01 level. Significant association of the ranking of "General Problems" by all three groups is concluded, and the null hypothesis of no significant concordance is rejected.

Commentary. Although all groups agree on the relative amounts of help given, the differences in scale values show some disagreements. The principals and supervisors show clearly that they consider that the most help was given with problem E, which was the one rated most serious, but the teachers do not agree that much more assistance was given with it than with B, C, or D. It may be that principals and supervisors like to think that the most serious problem must be receiving the most help, whereas teachers feel that if a problem is still very serious they can't possibly be receiving enough help with it.

#### Comparison of Help Given with Seriousness

Correlation. The ranking of the problems on the two criteria by unqualified teachers is identical, as is that by the principals and supervisors. In these cases there is correlation significant at the .01 level. The two sets of



ranks given by the qualified teachers are found to be significantly correlated at the .05 level.

The null hypothesis that there is no significant correlation between the ranks given to "General Problems" by unqualified teachers on the criterion of seriousness and those given to the same problems on the criterion of help given, is rejected.

The null hypothesis that there is no significant correlation between the ranks given by qualified teachers to "General Problems" on the criterion of seriousness and those given to the same problems on the criterion of help given, is rejected.

The null hypothesis that there is no significant correlation between the ranks given by principals and supervisors to "General Problems" on the criterion of seriousness and those given to the same problems on the criterion of help given, is rejected.

It is concluded that there is significant agreement among all groups that the help given with these problems is significantly and positively correlated with the help needed.

Commentary. Table XV shows the scale values for "General Problems" on the criterion of seriousness and on



TABLE XV  
HELP DIFFERENTIAL FOR GENERAL PROBLEMS

| Problems           | M. help given |    |     | M. ser. prob. |    |     | Help diff.* |    |     |
|--------------------|---------------|----|-----|---------------|----|-----|-------------|----|-----|
|                    | U             | Q  | P&S | U             | Q  | P&S | U           | Q  | P&S |
| A. Comm.-Role adj. | 24            | 26 | 19  | 25            | 26 | 23  | -1          | 0  | -4  |
| B. School orient.  | 32            | 31 | 31  | 30            | 30 | 33  | +2          | +1 | -2  |
| C. Clerical prob.  | 29            | 30 | 27  | 28            | 27 | 24  | +1          | +3 | +3  |
| D. Subject prob.   | 32            | 31 | 31  | 29            | 29 | 30  | +3          | +2 | +1  |
| E. Classroom prob. | 34            | 32 | 41  | 39            | 39 | 40  | -4          | -7 | +1  |

\*NOTE: The "HELP DIFFERENTIAL" is calculated by subtracting the scale values in the "MORE SERIOUS PROBLEM" column from the scale values in the "MORE HELP GIVEN" column.



the criterion of help given. The scale value for the problem in the "MORE SERIOUS PROBLEM" column is subtracted from that in the "MORE HELP GIVEN" column to arrive at a figure which is called the "HELP DIFFERENTIAL". This figure shows the difference between the help given and the seriousness of the problem, in the opinion of the groups concerned.

The "HELP DIFFERENTIAL" figure is largely descriptive. However, it may be remembered that ten units on the transformed scale represent one normal deviation unit. Thus a difference of ten units at or near the mean (roughly in the range of twenty to forty) represents approximately 35 per cent of the choices made. Such a difference, while not statistically significant, would be a definite indication of a deficiency in the supervisory assistance programme. This would be particularly if the "HELP DIFFERENTIAL" was a negative value for the teacher groups and a positive one for the supervisory group.

## II. CLASSROOM PROBLEMS

The problems in this subsection are the following:

- a. Understanding and motivating adolescents.
- b. Planning lessons.
- c. Finding out what principal and supervisors think



of your teaching.

- d. Improving teaching methods.
- e. Using teaching aids and audio-visual media.
- f. Handling discipline problems.

Table XVI shows the ranks and scale values for these problems on the criterion of help given.

#### Tests of Significance

Correlation. The Spearman Rank Correlation Coefficient for the ranks given by the unqualified teachers and the qualified teachers is .771, less than the value of .829 needed for significance at the .05 level.

The null hypothesis that there is no significant correlation between the ranks given to "Classroom Problems" by unqualified teachers and those given by qualified teachers on the criterion of help given, cannot be rejected.

The coefficient of rank correlation for the ranks given by the unqualified teachers and the principals and supervisors is significant at the .05 level. The null hypothesis of no significant correlation is rejected.

The ranks given by the qualified teachers and by the principals and supervisors are significantly correlated at the .01 level. The null hypothesis that there is no



TABLE XVI

RANKS AND SCALE VALUES FOR HELP GIVEN WITH CLASSROOM  
 PROBLEMS FOR UNQUALIFIED AND QUALIFIED  
 TEACHERS AND PRINCIPAL-SUPERVISORS

| Problems            | Ranks |   |     | Scale values |    |     |
|---------------------|-------|---|-----|--------------|----|-----|
|                     | U     | Q | P&S | U            | Q  | P&S |
| a. Motivating adol. | 6     | 5 | 5   | 27           | 29 | 27  |
| b. Planning lessons | 3     | 2 | 3   | 30           | 31 | 30  |
| c. Princ. opinion   | 4     | 6 | 6   | 29           | 26 | 22  |
| d. Teaching methods | 2     | 3 | 2   | 32           | 30 | 36  |
| e. A-V media        | 5     | 4 | 4   | 28           | 30 | 28  |
| f. Discipline       | 1     | 1 | 1   | 35           | 35 | 36  |



significant correlation between the ranks given to "Classroom Problems" by qualified teachers and those given by principals and supervisors, is rejected.

Concordance. The Coefficient of Concordance is significant at the .01 level. The null hypothesis of no significant concordance among the ranks given to "Classroom Problems" by the three groups, is rejected. It is evident that there is significant agreement among the groups about the relative amount of help given with these problems.

Commentary. The lack of correlation of the ranks of the unqualified teachers with those of the qualified may be partly the result of the close supervision that the former group must undergo. The largest rank difference is for problem c (Getting to know what principal and supervisors think of your teaching), which was ranked fourth by the unqualified group, and sixth by the others. The scale values indicate that the unqualified teachers feel that they are receiving quite a bit more assistance with this problem than do the qualified teachers, and much more than the supervisors think beginning teachers receive.



Comparison of Help Given with Seriousness

Correlation. The values for the rank correlation coefficients in all cases are far less than needed for significance at the .05 level. For example, the coefficient of rank correlation for the two sets of ranks given by qualified teachers to these problems is .26, but a value of .89 is needed.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers, by qualified teachers, and by principals and supervisors to "Classroom Problems" on the criterion of seriousness, and those given by the same groups to the same problems on the criterion of help given, cannot be rejected.

It is evident that there is significant lack of correlation, in the opinion of the three groups, between the help needed and the help given with "Classroom Problems".

Commentary. The lack of correlation of the ranks given by all three groups on the different criteria is an indication that the most help is not being given where it is most needed. The problem ranked third (Discipline) is the one that all agree receives the most attention, while the problem rated second (Understanding and motiva-



TABLE XVII  
HELP DIFFERENTIAL FOR CLASSROOM PROBLEMS

| Problems            | M. help given |    |     | M. <del>ser.</del> prob. |    |     | Help diff. |    |     |
|---------------------|---------------|----|-----|--------------------------|----|-----|------------|----|-----|
|                     | U             | Q  | P&S | U                        | Q  | P&S | U          | Q  | P&S |
| a. Motivating adol. | 27            | 29 | 27  | 35                       | 34 | 37  | -8         | -5 | -10 |
| b. Planning lessons | 30            | 31 | 30  | 28                       | 27 | 29  | +2         | +4 | +1  |
| c. Princ. opinion   | 29            | 26 | 22  | 26                       | 26 | 21  | +3         | 0  | +1  |
| d. Teaching methods | 32            | 30 | 36  | 36                       | 36 | 38  | -4         | -6 | -2  |
| e. A-V media        | 28            | 30 | 28  | 26                       | 24 | 19  | +2         | +6 | +9  |
| f. Discipline       | 35            | 35 | 36  | 31                       | 34 | 36  | +4         | +1 | 0   |



ting adolescents) is judged to receive below-average help.

Table XVII shows the "HELP DIFFERENTIAL" for "Classroom Problems". Problems a and d are the two that show negative values in all columns, indicating a deficiency of assistance to meet the seriousness of the problem. It is plain that the principals and supervisors are aware of the inadequacies of their supervisory help, and in the case of a, they consider the help more inadequate than the teachers judge it to be. The supervisors also indicate relatively excessive help with problem e (Learning to use teaching aids and audio-visual media), but the unqualified teachers consider it just slightly more than adequate.

Since "Classroom and Teaching Problems" were ranked first in seriousness in the "General Problems" subsection, problems a and d are likely the most serious of all. The fact that beginning teachers and their principals and supervisors recognize that they are not being adequately solved by the present programme of assistance, suggests needed changes in the in-service programme to help meet the need. "Understanding and motivating adolescents" is a problem that is not normally touched in an in-service programme since educational psychology is presumably covered in the



professional training course. Even the qualified teachers agree that whatever courses they had in the psychology of adolescence were inadequate to understand the students that they had to cope with in their first year.

### III. SCHOOL ORIENTATION PROBLEMS

The following problems comprise this section:

- g. Learning school policies and procedures.
- h. Becoming acquainted with school personnel.
- i. Adjusting your educational goals to those of the school.
- j. Familiarizing yourself with your pupils' academic and social background.

Table XVIII shows the ranks and scale values for "School Orientation Problems" on the criterion of help given.

#### Tests of Significance

Correlation. When four items are being ranked, perfect agreement of ranks is required by the Spearman test for significance at the .05 level. It is evident from Table XVIII that the ranks of the two teacher groups are significantly correlated, but those for the principals and supervisors are not significantly correlated with the



TABLE XVIII

RANKS AND SCALE VALUES FOR HELP GIVEN WITH SCHOOL  
 ORIENTATION PROBLEMS FOR UNQUALIFIED  
 AND QUALIFIED TEACHERS AND  
 PRINCIPAL-SUPERVISORS

| Problems            | Ranks |   |     | Scale values |    |     |
|---------------------|-------|---|-----|--------------|----|-----|
|                     | U     | Q | P&S | U            | Q  | P&S |
| g. School policy    | 1     | 1 | 1   | 33           | 34 | 36  |
| h. School personnel | 2     | 2 | 4   | 33           | 30 | 26  |
| i. Educ. goals      | 4     | 4 | 2   | 26           | 26 | 30  |
| j. Pupils' backgr.  | 3     | 3 | 3   | 28           | 29 | 29  |



ranks of either teacher group.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers and those given by qualified teachers to "School Orientation Problems" on the criterion of help given, is rejected. It is concluded that these two groups are significantly in agreement about the relative amounts of help given to these problems by school personnel.

The null hypothesis that there is no significant correlation between the ranks given by principals and supervisors and those given by either teacher group to "School Orientation Problems" on the criterion of help given, cannot be rejected. It is evident that the beginning teachers and the supervisors and principals are significantly different in their ranking of the amount of help given with these problems.

Concordance. The coefficient was found not to be significantly large. The null hypothesis that there is no significant concordance among the ranks given by the three groups to "School Orientation Problems" on the criterion of help given, is accepted. It is concluded that the three groups disagree about the relative amounts of help given with these problems.



Comparison of Help Given with Seriousness

Correlation. Comparison of the ranks in Table XVIII with those in Table X shows that in no case do the ranks on the one criterion coincide with those on the other. Since perfect agreement of ranks is required for significance when four items are being ranked, it is evident that there is no significant correlation between the ranks given by teachers or supervisors to "School Orientation Problems" on the criterion of help given and those given by the same groups on the criterion of help needed.

The null hypothesis of no significant correlation cannot be rejected, and it is concluded that there is a significant lack of agreement among the groups about the help given and needed with these problems.

Commentary. Table XIX shows the "HELP DIFFERENTIAL" for this set of problems. Problem j (Familiarizing yourself with your pupils' academic and social background) was rated most-serious, but all agree that the help given is not adequate. The teachers feel the same about the help given with problem i (Adjusting your educational goals to those of the school), but the principals and supervisors feel that the help with this is sufficient. Unqualified teachers indicate very strongly that they



TABLE XIX  
HELP DIFFERENTIAL FOR SCHOOL ORIENTATION PROBLEMS

| Problems            | M. help given |    |     | M. ser. prob. |    |     | Help diff. |    |     |
|---------------------|---------------|----|-----|---------------|----|-----|------------|----|-----|
|                     | U             | Q  | P&S | U             | Q  | P&S | U          | Q  | P&S |
| g. School policy    | 33            | 34 | 36  | 32            | 29 | 31  | +1         | +5 | +5  |
| h. School personnel | 33            | 30 | 26  | 22            | 23 | 23  | +11        | +7 | +3  |
| i. Educ. goals      | 26            | 26 | 30  | 32            | 31 | 30  | -6         | -5 | 0   |
| j. Pupils' backgr.  | 28            | 29 | 29  | 35            | 36 | 37  | -7         | -7 | -8  |



consider the help given with becoming acquainted with their colleagues as excessive in comparison with the seriousness of the problem.

#### IV. SUBJECT MATTER PROBLEMS

The following problems make up this subsection:

- k. Understanding subject content.
- l. Interpreting courses of study.
- m. Finding reference material.
- n. Adapting courses to varying abilities of pupils.

Table XX shows the ranks and scale values calculated for these problems.

#### Tests of Significance

Correlation. In this subsection of the questionnaire there is not one problem which is ranked the same by all groups. There is no significant correlation between the ranks given to "Subject Matter Problems" by any two of the groups.

The null hypothesis that there is no significant correlation in the ranks given to these problems by any two of the groups, cannot be rejected. It must be concluded that there is a significant lack of agreement about the relative amounts of help given with "Subject Matter Problems".



TABLE XX

RANKS AND SCALE VALUES FOR HELP GIVEN WITH SUBJECT  
 MATTER PROBLEMS FOR UNQUALIFIED  
 AND QUALIFIED TEACHERS AND  
 PRINCIPAL-SUPERVISORS

| Problems            | Ranks |   |     | Scale values |    |     |
|---------------------|-------|---|-----|--------------|----|-----|
|                     | U     | Q | P&S | U            | Q  | P&S |
| k. Subject content  | 2     | 3 | 4   | 31           | 30 | 25  |
| l. Courses of study | 1     | 1 | 2   | 33           | 32 | 31  |
| m. Reference mater. | 3     | 4 | 3   | 28           | 29 | 27  |
| n. Adapt. courses   | 4     | 2 | 1   | 28           | 30 | 37  |



Concordance. There is no significant concordance among the ranks given by the three groups to "Subject Matter Problems" on the criterion of help given. The null hypothesis of no significant concordance must be accepted.

Commentary. The problems ranked most-serious in this set were n (Adapting courses to varying abilities) and m (Finding reference material), and yet, according to the teachers, these receive the least help. Problem n may be particularly crucial, because the principals and supervisors feel that the most help is being given with it. The teachers are in agreement that the most help is being given with l (Interpreting courses of study) although they rated it below-average in seriousness. One cannot help wondering whether the lack of seriousness is a result of the amount of help being given rather than because the courses are not difficult.

#### Comparison of Help Given with Seriousness

Correlation. There is no significant correlation between the ranks given to "Subject Matter Problems" by unqualified teachers on the criterion of help given and those given by the same group to the same problems on the criterion of seriousness. The same is true for the quali-



fied teachers. It is clear that there is a significant difference of opinion on the part of the teacher groups about the adequacy of the help being given.

The ranks given by the principals and supervisors on the two criteria are identical, and therefore there is significant correlation at the .05 level. The null hypothesis that there is no significant correlation in this case, is rejected. It is evident that the principals and supervisors feel that the amount of help given is directly correlated with the seriousness of the problems.

Commentary. Table XXI shows the "HELP DIFFERENTIAL" scores for these problems. They show clearly that the teachers feel very definitely that problem n (Adapting courses to varying abilities) is not receiving enough help, but the principals and supervisors feel that it almost meets the need. In fact the feeling of satisfaction on the part of the principals and supervisors about the help given with these problems is evident from the closeness of the scale values in their column to zero. On the other hand, the teachers feel that the amount of help with subject content and courses is somewhat excessive, although this help may just be more obvious or more irritating at present, because of the number of "new"



TABLE XXI

## HELP DIFFERENTIAL FOR SUBJECT MATTER PROBLEMS

| Problems            | M. help given |    |     | M. ser. prob. |    |     | Help diff. |     |     |
|---------------------|---------------|----|-----|---------------|----|-----|------------|-----|-----|
|                     | U             | Q  | P&S | U             | Q  | P&S | U          | Q   | P&S |
| k. Subject content  | 31            | 30 | 25  | 24            | 24 | 24  | +7         | +6  | +1  |
| l. Courses of study | 33            | 32 | 31  | 28            | 28 | 30  | +5         | +4  | +1  |
| m. Reference mater. | 28            | 29 | 27  | 29            | 29 | 26  | -1         | 0   | +1  |
| n. Adapt. courses   | 28            | 30 | 37  | 39            | 40 | 40  | -11        | -10 | -3  |



courses requiring special in-service courses.

## V. CLERICAL PROBLEMS

The problems in this subsection are:

- o. Keeping records and register.
- p. Constructing tests and examinations.
- q. Obtaining supplies and equipment.
- r. Evaluating and marking students' work.

### Tests of Significance

Correlation. There is no significant correlation between any two sets of ranks given to "Clerical Problems" on the criterion of help given.

The null hypothesis of no significant correlation between the ranks in each case, cannot be rejected. It is clear that there is a significant lack of agreement about the relative amounts of help given to these problems.

Concordance. There is no significant concordance among the ranks given to "Clerical Problems" by the three groups on the criterion of help given. The null hypothesis that this is so, cannot be rejected.

Commentary. Reference to Table XXII will show that the differences in ranks are the result of very slight differences in scale values in some cases. Particularly



TABLE XXII

RANKS AND SCALE VALUES FOR HELP GIVEN WITH  
 CLERICAL PROBLEMS FOR UNQUALIFIED  
 AND QUALIFIED TEACHERS AND  
 PRINCIPAL-SUPERVISORS

| Problems        | Ranks |   |     | Scale values |    |     |
|-----------------|-------|---|-----|--------------|----|-----|
|                 | U     | Q | P&S | U            | Q  | P&S |
| o. Records      | 2     | 3 | 3   | 30           | 29 | 29  |
| p. Examinations | 1     | 1 | 2   | 33           | 32 | 33  |
| q. Supplies     | 3     | 2 | 4   | 29           | 30 | 25  |
| r. Marking      | 4     | 4 | 1   | 28           | 29 | 34  |



in the case of the teacher groups, it may be noted that there is very little difference between the scale values indicating a quite close agreement about the relative amounts of help given. The requirements of the rank correlation test when ranking just four items are so stringent, that there may be, as in this case, close agreement but no statistically significant correlation.

In this subsection, a difference of opinion about the help given with the most serious problem is again evident. Problem r (Evaluating and marking students' work) was ranked first in seriousness by all groups, and the principals and supervisors feel that it receives most help. The teachers, however, feel that it receives least help.

#### Comparison of Help Given with Seriousness

Correlation. As in the previous subsection, there is perfect correlation between the two sets of ranks given to "Clerical Problems" by the principals and supervisors, and no significant correlation between the ranks given by either teacher group.

The null hypothesis that there is no significant correlation between the ranks given by unqualified teachers



to "Clerical Problems" on the criterion of help given and those given on the criterion of seriousness, is accepted. The null hypothesis with regard to qualified teachers is also accepted.

It is concluded that there is a significant difference, in the opinion of both teacher groups, between the relative seriousness of a problem and the relative amounts of help given.

The null hypothesis with regard to the principals and supervisors is rejected at the .05 level of significance. It is evident that this group feels that the help given is commensurate with the help needed.

Commentary. The "HELP DIFFERENTIAL" scores in Table XXIII show that, although the principals and supervisors believe that the most help is being given with problem r (Evaluating students' work), they still realize that it is insufficient to meet the seriousness of the problem. In fact, in this subsection the teachers and the principals and supervisors are in general agreement about the deficiencies and excesses of the help programme.



TABLE XXIII  
HELP DIFFERENTIAL FOR CLERICAL PROBLEMS

| Problems        | M. help given |    |     | M. ser. prob. |    |     | Help diff. |    |     |
|-----------------|---------------|----|-----|---------------|----|-----|------------|----|-----|
|                 | U             | Q  | P&S | U             | Q  | P&S | U          | Q  | P&S |
| o. Records      | 30            | 29 | 29  | 26            | 24 | 19  | +4         | +5 | +10 |
| p. Examinations | 33            | 32 | 33  | 33            | 34 | 37  | 0          | -2 | -4  |
| q. Supplies     | 29            | 30 | 25  | 25            | 24 | 18  | +4         | +6 | +7  |
| r. Marking      | 28            | 29 | 34  | 36            | 37 | 46  | -8         | -8 | -12 |



## VI. COMMUNITY AND ROLE ADJUSTMENT PROBLEMS

The final subsection contains the following problems:

- s. Becoming acquainted with the community.
- t. Learning Board policies and procedures.
- u. Learning the rights and authority of a teacher.
- v. Solving personal problems of adjustment to the demands of the profession.

#### Tests of Significance

Correlation. Reference to Table XXIV shows that the ranks given to these problems by the three groups are not identical, and since this is the requirement for significant correlation when ranking four items, it is clear that there is no significant correlation of the ranks in any case.

The null hypothesis of no significant correlation with regard to the ranks given to "Community and Role Adjustment Problems" must be accepted.

It is concluded that there is a significant difference in the ranking of these problems by the groups on the criterion of help given.

Concordance. The coefficient of concordance is not significant at the .05 level, and the null hypothesis that



TABLE XXIV

RANKS AND SCALE VALUES FOR HELP GIVEN WITH  
 COMMUNITY-ROLE ADJUSTMENT PROBLEMS FOR  
 UNQUALIFIED AND QUALIFIED TEACHERS  
 AND PRINCIPAL-SUPERVISORS

| Problems             | Ranks |   |     | Scale values |    |     |
|----------------------|-------|---|-----|--------------|----|-----|
|                      | U     | Q | P&S | U            | Q  | P&S |
| s. Community orient. | 4     | 4 |     | 23           | 25 | 14* |
| t. Board policies    | 2     | 3 | 3   | 31           | 29 | 32  |
| u. Teacher's rights  | 1     | 1 | 2   | 37           | 35 | 35  |
| v. Personal prob.    | 3     | 2 | 1   | 30           | 31 | 40* |

\*NOTE: The starred values are exaggerated because  
 of the unanimous choice of problem v over problem s.



there is no significant concordance among the ranks given by the three groups to "Community and Role Adjustment Problems" on the criterion of help given, is accepted.

#### Comparison of Help Given with Seriousness

Correlation. There is significant correlation at the .05 level between the two sets of ranks given by principals to these problems on the different criteria, but there is no significant correlation between the sets of ranks given by either of the teacher groups.

The null hypothesis of no significant correlation is rejected in the case of the principals and supervisors, but it cannot be rejected in the case of the teacher groups. It is evident that the former group feels that the help given is directly related to the help needed, while the other groups feel that it is not.

Commentary. The most serious problem, v. (Solving personal problems of adjustment to the demands of the profession), receives about an average amount of help according to the teachers, but it receives the most help, according to the principals and supervisors.

This is the only subsection, except the "General Problems" subsection in which the problem ranked least



TABLE XXV  
HELP DIFFERENTIAL FOR COMMUNITY-ROLE PROBLEMS

| Problems            | M. help given |    |     | M. ser. prob. |    |     | Help diff. |    |     |
|---------------------|---------------|----|-----|---------------|----|-----|------------|----|-----|
|                     | U             | Q  | P&S | U             | Q  | P&S | U          | Q  | P&S |
| s. Comm. orient.    | 23            | 25 | 14  | 22            | 22 | 22  | +1         | +3 | -8  |
| t. Board policies   | 31            | 29 | 32  | 29            | 28 | 23  | +2         | +1 | +9  |
| u. Teacher's rights | 37            | 35 | 35  | 33            | 34 | 33  | +4         | +1 | +2  |
| v. Personal prob.   | 30            | 31 | 40  | 36            | 36 | 43  | -6         | -5 | -3  |



serious is also ranked lowest with respect to help given. Apparently community orientation is not a serious problem for these teachers, and very little time is given to assisting such orientation.

The negative "HELP DIFFERENTIAL" in Table XXV for problem v, shows that here is an area where more help might be given, although obviously a general in-service programme would not assist individual problems of adjustment.

The "HELP DIFFERENTIAL" score of +9 for problem t (Learning Board policies) suggests, rather surprisingly, that principals and supervisors feel that too much time is given to this problem, which they rank as a very minor one.

## VII. SOURCES OF HELP

### Summary of Results

Question 57 of the Beginning Teachers Questionnaire asked: "From which of the following did you receive most help this year?" Possible answers were: "Fellow Teachers", "Department Head", "Vice-Principal", "Principal", "Board Supervisor", and "Other", with space to write in the helper named in the last category. The results are tabulated in



TABLE XXVI  
SOURCE OF MOST HELP TO UNQUALIFIED AND  
QUALIFIED BEGINNING TEACHERS

| Source           | Unqual. |     | Qual. |    | All beg. |      |
|------------------|---------|-----|-------|----|----------|------|
|                  | No.     | %   | No.   | %  | No.      | %    |
| Fellow teachers  | 45      | 50  | 18    | 36 | 63       | 45   |
| Dept. head       | 36      | 40  | 19    | 38 | 55       | 39.3 |
| Vice-principal   | 4       | 4.5 | 5     | 10 | 9        | 6.4  |
| Principal        | 2       | 2.2 | 2     | 4  | 4        | 2.9  |
| Board supervisor | 0       | 0   | 3     | 6  | 3        | 2.1  |
| Others*          | 3       | 3.3 | 3     | 6  | 6        | 4.3  |

\*NOTE: The "Others" category included Assistant-Department Head(2); Departmental Inspector(1); Pupils(1); Caretaker(1); and No One(1).



Table XXVI. "Fellow Teachers" were ranked first and "Department Heads" second as sources of help. Note that no ranking was done by the teachers in this section. They were required to select one primary source of help.

Principals and supervisors did not answer this question.

Commentary. It is very evident that, however else beginning teachers see their principals and supervisors, they do not look upon them as "helpers". The non-threatening personnel, "Fellow Teachers" and "Department Heads" were selected by nearly 85 per cent of the beginning teachers as the main sources of help, while only 5 per cent chose principals and supervisors.

These results may help to explain some of the results in the "MORE HELP GIVEN" column. In several subsections the teachers reported that most help was being given with a certain problem, while the principals and supervisors thought that a lesser amount was being given. The principals and supervisors may have been thinking of the help given by themselves and other board officials, whereas the teachers were thinking of help given by fellow teachers or department heads.

For example, with regard to problem k (Understanding



subject content), the principals and supervisors reported help given at scale value 25, well below average, but the teachers reported help given at scale values of 31 and 30. The help being given must be coming from fellow teachers or department heads.

On the other hand, with regard to problem r, (Evaluating and marking students' work), the principals and supervisors rated the help given at scale value 34, but the teacher groups rated it at just 28 and 29. There can be little doubt that principals and supervisors do spend considerable time on this difficult problem of marking standards, but the teachers apparently do not consider this "help".

Sister Kuefler, in her study of teachers in Alberta in 1958, reported that principals were the main source of help, with other teachers ranked second, and supervisors, third. However, many of her sample group were elementary teachers, and perhaps the principal in an elementary school may be of more direct assistance with teaching problems than in a secondary school.

Shuster's study of non-professionally prepared teachers agreed more closely with the present study, with fellow teachers being named three to one over princi-



pals as sources of help.

The NEA Research Bulletin reported a survey of first-year teachers in 1954 which showed that fellow teachers gave the most help, with principals rated second, and supervisors third.<sup>1</sup>

These last two surveys and the present study seem to indicate that beginning teachers, being on probation, and subject to very close evaluation by principals and supervisors, turn to their colleagues for help rather than to those who must rate them for tenure and certification. It is noteworthy that 90 per cent of the unqualified teachers named "Fellow Teachers" or "Department Heads" as sources of most help, but slightly fewer, 84 per cent, of the qualified teachers named them. Not one of the unqualified teachers named "Board supervisors" and only two selected principals, a total of just 2.2 per cent. But 10 per cent of the qualified teachers, perhaps because they feel more secure, named these two categories as the sources of most help.

---

<sup>1</sup> "First-Year Teachers in 1954-55," NEA Research Bulletin, XXXIV (February, 1956), p. 33.



## VIII. ATTITUDE TOWARD TEACHING

Question 55 asked the teachers: "Do you like teaching?" Possible answers were: "No", "A Little", "Fairly Well", or "Very Much". Table XXVII summarizes the results of this question. Notice that nearly 95 per cent of the teachers said that they like teaching "Very Much" or "Fairly Well", with nearly 60 per cent in the first category.

Only eight beginning teachers indicated that they did not like teaching at all or only a little. This small number makes any tests of significance regarding the relationship of the attitude toward teaching and the satisfaction with help given, meaningless. The eight teachers had an average age of 22.9, four were women, and four were men. Unsolicited comments from four of the eight suggested that teaching too many different courses and grades was a major factor in their unhappiness. Three of the eight, however, said that they would likely be continuing in the profession. Six of the eight were in the unqualified teacher group.

Commentary. The general impression gained from the "HELP DIFFERENTIAL" scores was that teachers were not happy with the help being given because it was not meeting their most serious problems. In nearly 50 per cent of the pairs



TABLE XXVII

ANSWERS TO QUESTION: DO YOU LIKE TEACHING?

| Answers     | Unqual. |      | Qual. |     | All beg. |      |
|-------------|---------|------|-------|-----|----------|------|
|             | No.     | %    | No.   | %   | No.      | %    |
| No          | 1       | 1.1  | 0     | 0   | 1        | .78  |
| A Little    | 5       | 5.6  | 2     | 4   | 7        | 5    |
| Fairly Well | 28      | 31.1 | 23    | 46  | 51       | 36.4 |
| Very Much   | 56      | 62.2 | 25    | 50  | 81       | 57.8 |
| Totals      | 90      | 100  | 50    | 100 | 140      | 100  |



in the questionnaire, teachers selected one problem as the more serious one, and selected the other one as that receiving more help. In spite of this dissatisfaction with the help given, the teachers are a very contented group. The indications are that attitude toward teaching and satisfaction with supervisory assistance are not positively correlated.

Question 56 followed up the previous question, and asked: "Do you intend to continue teaching?" The possible replies were: "No", "Likely Not", "Likely Yes", and "Yes". Table XXVIII summarizes the replies to this question. As can be seen, nearly 93 per cent indicated that they intended to remain in the profession, and only about 7 per cent thought they would be leaving the profession.

Commentary. The answers to this question corroborate those to Question 55. Most of the beginning teachers intend to remain in a profession that they like. As a group the unqualified teachers seem slightly less positive about remaining in the profession than their qualified colleagues, with 33.3 per cent answering "Likely Yes" compared to just 18 per cent of the qualified teachers. This may reflect their more precarious position at this point in their career



TABLE XXVIII

ANSWERS TO QUESTION: DO YOU INTEND TO CONTINUE TEACHING?

| Answers    | Unqual. |      | Qual. |     | All beg. |      |
|------------|---------|------|-------|-----|----------|------|
|            | No.     | %    | No.   | %   | No.      | %    |
| No         | 3       | 3.3  | 1     | 2   | 4        | 2.9  |
| Likely Not | 2       | 2.2  | 4     | 8   | 6        | 4.3  |
| Likely Yes | 30      | 33.3 | 9     | 18  | 39       | 27.8 |
| Yes        | 55      | 61.1 | 36    | 72  | 91       | 65   |
| Totals     | 90      | 100  | 50    | 100 | 140      | 100  |



when they were still uncertain of the recommendation of their principals which would give them the right to attend the second summer course, after which they would be granted a regular interim certificate.

#### IX. SEX DIFFERENCE IN PROBLEMS OF BEGINNING TEACHERS

The entire group of beginning teachers was divided according to sex. Scale values, ranks, and transformed scale values were calculated for "General Problems" on the criterion of seriousness and on the criterion of help given. There was found to be no difference in the ranking of the items from the ranking obtained previously, and the ranks given by the male teachers were correlated significantly with those of the female teachers at better than the .01 level. The null hypothesis that there is no significant correlation between the ranks given to "General Problems" by male teachers and those given by female teachers on the criterion of seriousness and on the criterion of help given, is rejected, and it is concluded that problems are relatively the same for beginning teachers whether they be men or women.



Summary of Chapter V

Help given. According to the scale values, the beginning teachers felt that they were receiving above-average help with the following problems:

1. Solving classroom and teaching problems.
2. Orientating to the school, its personnel, and its pupils.
3. Solving problems of subject content.
4. Handling discipline problems.
5. Improving teaching methods.
6. Planning lessons.
7. Learning school policies and procedures.
8. Becoming acquainted with school personnel.
9. Interpreting courses of study.
10. Understanding subject content.
11. Constructing tests and examinations.
12. Learning the rights and authority of a teacher.
13. Solving personal problems of adjustment to the demands of the profession.

The ranks given to "General Problems" and to "School Orientation" by unqualified teachers were significantly correlated at the .05 level with those given to the same problems by qualified teachers.



The ranks given by unqualified teachers to "General Problems" and to "Classroom Problems" were significantly correlated at the .05 level with those given to the same problems by principals and supervisors.

The ranks given by qualified teachers to "General Problems" and to "Classroom Problems" were significantly correlated with those given by principals and supervisors.

In all other cases, the null hypothesis of no significant correlation could not be rejected.

Significant concordance at or above the .05 level was found among the ranks given by the three groups to "General Problems" and to "Classroom Problems". In all other cases, the null hypothesis of no significant concordance could not be rejected.

Comparison of help given with seriousness. The ranks given by unqualified teachers and by qualified teachers to "General Problems" on the criterion of help given were found to be significantly correlated with those given by the same groups to the same problems on the criterion of seriousness.

The ranks given by principals and supervisors to "General Problems", "Subject Matter Problems", "Clerical Problems", and "Community and Role Adjustment Problems" on the criterion of help given were found to be significantly



correlated with those given to the same problems on the criterion of seriousness.

In all other cases the null hypothesis of no significant correlation could not be rejected.

A "HELP DIFFERENTIAL" of -5 or more was indicated by the two teacher groups for the following problems:

1. Solving classroom and teaching problems.
2. Improving teaching methods.
3. Understanding and motivating adolescents.
4. Familiarizing yourself with your pupils' academic and social background.
5. Adjusting your educational goals to those of the school.
6. Adapting courses to varying abilities of pupils.
7. Evaluating and marking students' work.
8. Solving personal problems of adjustment to the demands of the profession.

Source of help. According to 45 per cent of the teachers, "Fellow Teachers" were the most helpful school personnel; 39 per cent selected "Department Heads", 6 per cent chose "Vice-Principals" and 3 per cent selected "Principals".



Attitude toward teaching. In answer to the question: "Do you like teaching?" 58 per cent of the teachers said "Very Much" and 36 per cent said "Fairly Well". Only one teacher in the entire sample gave a definite "No" to the question.

Answering the question: "Do you intend to continue teaching?" 64 per cent said "Yes" and 26 per cent said "Likely Yes". Only four teachers in the groups said that they were definitely leaving the profession.

Sex difference in problems of beginning teachers. No significant difference between the ranks given by male teachers to "General Problems" and those given by female teachers to the same problems was found.



## CHAPTER VI

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### I. RESTATEMENT OF THE PROBLEM

The purpose of this study was to determine the most serious problems of beginning high school teachers in urban centres of Ontario, and the extent to which supervisory help is meeting these problems. Sub-problems included the ascertaining of any differences in the problems of unqualified and qualified teachers, the attitude of beginning teachers toward teaching, and the source of most help during the first year.

The Beginning Teachers Questionnaire incorporated most of the serious problems that a review of the related literature revealed. These were grouped in six subsections and presented by the method of paired comparisons. Each respondent selected one of the two problems as more serious and also indicated with which of the two he had received more help. By this method, ranks and scale values for each of the problems within each subsection were determined.

The questionnaire was administered to 140 first-year teachers in three urban centres of Ontario, 90 of them unqualified, and 50 fully qualified. In addition,



25 principals and supervisors working with these teachers answered a slightly modified version of the questionnaire in which they were asked to select the problems that they believed to be most serious for beginning teachers, and those problems with which most help was given by school personnel.

The significance of the rank correlation coefficient was determined for each pair of groups in each subsection of the questionnaire, on the criterion of seriousness and on that of help given. The significance of the coefficient of concordance among the three sets of ranks given to the problems in each subsection was determined. Significance at the .05 level was required.

The significance of the rank correlation coefficient was determined for the two sets of ranks given by each group to the problems in each subsection on the criterion of seriousness and on the criterion of help given.

Deficiencies in the help programme were indicated by a "HELP DIFFERENTIAL" figure calculated by subtracting the scale value for a problem in the "MORE SERIOUS PROBLEM" column from the scale value for the same problem in the "MORE HELP GIVEN" column.



## II. SUMMARY OF THE FINDINGS

Seriousness of Problems

The problem areas rated most serious were: (1) Classroom and Teaching; (2) School Orientation; and (3) Subject Matter.

The specific problems rated above-average in seriousness in these three subsections by all groups were:

1. Improving teaching methods.
2. Understanding and motivating adolescents.
3. Solving discipline problems.
4. Familiarizing yourself with your pupils' academic and social background.
5. Adjusting your educational goals to those of the school.
6. Adapting courses to varying abilities of pupils.

The problem areas rated least serious were: (1) Community and Role Adjustment; and (2) Clerical.

The specific problems rated below-average in seriousness in these two areas were:

1. Becoming acquainted with the community.
2. Learning Board policies and procedures.
3. Obtaining supplies and equipment.
4. Keeping records and register.



Significant concordance at the .05 level or better was found among the ranks given on the criterion of seriousness to all problems in all subsections.

The ranks given by unqualified teachers and those given by qualified teachers were found to be significantly correlated in four of the six subsections.

The ranks given by unqualified teachers and those given by principals and supervisors were found to be significantly correlated in five of the six subsections.

The ranks given by qualified teachers and those given by principals and supervisors were found to be significantly correlated in four of the six subsections.

#### Help Given

Most help was being given in the problem areas:

- (1) Classroom and Teaching; (2) School Orientation; and
- (3) Subject Matter.

According to the teacher groups the following specific problems received above-average help in these three areas:

1. Discipline problems.
2. Improving teaching methods.
3. Planning lessons.



4. Learning school policies and procedures.
5. Becoming acquainted with school personnel.
6. Interpreting courses of study.
7. Understanding subject content.

Least help was being given in the following general areas: (1) Community and Role Adjustment; and (2) Clerical Problems.

The specific problems receiving below-average assistance in these areas, according to the teachers were:

1. Becoming acquainted with the community.
2. Evaluating and marking students' work.

Significant concordance at or above the .05 level was found among the ranks given by the three groups in two of the six subsections.

Significant correlation was found between the ranks given by unqualified teachers and those given by qualified teachers in two of the six subsections.

Significant correlation was found between the ranks given by unqualified teachers and those given by principals and supervisors in two of the six subsections.

Significant correlation was found between the ranks given by qualified teachers and those given by principals and supervisors in two of the six subsections.



Comparison of Help Given with Seriousness

Significant correlation between the ranks given to problems on the criterion of help given and those given on the criterion of seriousness by both teacher groups was found in only one subsection, "General Problems".

Significant correlation between the ranks given to problems on the criterion of help given and those given on the criterion of seriousness by principals and supervisors was found in four of the six subsections.

On the basis of a "HELP DIFFERENTIAL" score of at least -5, the following problems rated above-average in seriousness were receiving inadequate help:

1. Improving teaching methods.
2. Understanding and motivating adolescents.
3. Familiarizing yourself with your pupils' academic and social background.
4. Adjusting your educational goals to those of the school.
5. Adapting courses to varying abilities of pupils.

On the basis of a "HELP DIFFERENTIAL" of +5 or more, too much help is being given, according to the teachers, with the following problems in these three areas:



(1) School Orientation (Becoming acquainted with school personnel); (2) Subject Matter (Understanding subject content); and (3) Clerical (Obtaining supplies and equipment).

#### Source of Most Help

Beginning teachers said that they received most help from their fellow teachers, with department heads rated a close second. Least help came from Board supervisors and principals.

#### Attitude toward Teaching

An overwhelming majority reported that they like teaching and intended to remain in the profession, in spite of apparent dissatisfaction with the supervisory help being given.

#### Relationship of Sex to Problems of Beginning Teachers

No significant difference was found between the ranking of problem areas by male teachers and that by female teachers.

### III. CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

1. Unqualified teachers and qualified teachers are in close agreement about the problems that are most serious during the first year of teaching.



2. Principals and supervisors understand clearly which problems are most serious for beginning teachers.

3. Beginning teachers are more concerned with the problems of the teaching-learning process than with their personal adjustment and orientation problems.

4. Beginning teachers do not feel that they are receiving the most help with their most serious problems.

5. In spite of apparent dissatisfaction with the supervisory programme, the teachers in urban centres of Ontario like teaching and intend to continue in the profession.

6. Principals and supervisors feel that, in general, the assistance given to beginning teachers is meeting their needs.

7. Beginning teachers do not consider principals and supervisors as "helpers".

8. Beginning teachers turn for assistance to non-threatening and readily available school personnel: fellow teachers and department heads.

9. There is no significant difference between the problems of beginning men teachers and those of beginning women teachers.



Recommendations

1. Orientation and in-service programmes should be altered to include some of the areas shown to be deficient in this study, such as adolescent psychology; the school's philosophy of education; individualizing instruction; and more effective teaching methods. Proportionately less time might be devoted to community and school orientation, to subject matter, and to learning routines, rules, and regulations.

2. Principals and supervisors must accept the fact that beginning teachers regard them as "inspectors" rather than as "helpers". They should do everything possible to make the "inspection" as helpful as possible and they should do everything possible to facilitate the work of department heads and senior teachers in assisting new teachers.

3. A more extensive survey of beginning teachers should be undertaken not only to validate the findings of the present study, but to determine differences in problems of beginning teachers in different types of schools and in different sized communities.



## **BIBLIOGRAPHY**



## BIBLIOGRAPHY

### A. BOOKS

Castetter, W. S. Administering the School Personnel Program. New York: The Macmillan Co., 1962.

Edwards, A. L. Techniques of Attitude Scale Construction. New York: Appleton-Century-Crofts, Inc., 1957.

Etzioni, A. Modern Organizations. Englewood Cliffs: Prentice-Hall, Inc., 1964.

Eye, G. G. and W. R. Lane. The New Teacher Comes to School. New York: Harper and Brothers, Inc., 1956.

Ferguson, G. A. Statistical Analysis in Psychology and Education. Toronto: McGraw-Hill Book Co., 1959.

Gross, N. and R. E. Herriott. Staff Leadership in Public Schools. New York: John Wiley and Sons, Inc., 1965.

Halpin, A. W. and D. B. Crofts. The Organizational Climate of Schools. Chicago: Midwest Administration Center, University of Chicago, 1963.

Hammock, R. C. and R. Owings, Supervising Instruction in Secondary Schools. New York: McGraw-Hill Book Co., 1955.

Harris, B. M. Supervisory Behavior in Education. Englewood Cliffs: Prentice-Hall, Inc., 1963.

Hillmer, G. P. The First Few Frantic Weeks. Toronto: Sir Isaac Pitman and Sons Ltd., 1960.

Reeves, A. W. et al. The Canadian School Principal. Toronto: McClelland and Stewart, Ltd., 1962.

Swearingen, M. E. Supervision of Instruction: Foundations and Dimensions. Boston: Allyn and Bacon, Inc., 1962.



Thurstone, L. L. The Measurement of Values. Chicago: The University of Chicago Press, 1959.

Yauch, W. A. Helping Teachers Understand Principals. New York: Appleton-Century-Crofts, Inc., 1957.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES,  
AND OTHER ORGANIZATIONS

Mason, W. S. The Beginning Teacher. United States Department of Health, Education, and Welfare. Washington: Government Printing Bureau, 1961.

Miller, V. I. and W. Hodgson. "A Study of the Factors Which Determine Success or Failure among Beginning Teachers in the Province of Alberta," Report to the Research Committee, The University of Alberta, Edmonton, 1953.

Moffitt, J. C. In-Service Education for Teachers. Washington: The Center for Applied Research in Education, 1963.

Report of the Minister, 1964. Ontario Department of Education. Toronto: Queen's Printer, 1964.

Schools and Teachers in the Province of Ontario, Part II. Toronto: The Ontario Department of Education, 1965.

Subject Council Resource Booklets. Toronto: The Ontario Secondary School Teachers' Federation, 1965.

C. PERIODICALS

Andrews, J. H. M. "What School Climate Conditions are Desirable?" The CSA Bulletin, IV (July, 1965), p. 6.

Bargen, P. "Should a Principal Evaluate Teachers?" The CSA Bulletin, IV (February, 1965), p. 3.



Chase, F. S. "Professional Leadership and Teacher Morale," Administrator's Notebook, I (March, 1953).

Elicker, J. G. "Frequency of Supervisor-Teacher Interaction and the Performance of First-Year Teachers," Dissertation Abstracts, XXVI (1965), p. 2006.

Enns, F. "Supervision: A Rationale," The Canadian Administrator, II (April, 1963), p. 29.

"First-Year Teachers in 1954-55," NEA Research Bulletin, XXXIV (February, 1956), p. 33.

Lambert, S. "The Teacher's First Year," NEA Journal, XLII (March, 1956), p. 153.

Levirs, F. "Concepts of Supervision," Education Bulletin, No. 2 (March, 1958), p. 69.

MacKay, D. A. "In-Service Education: A Strategy for Staff Development," Alberta School Principal, 1964, p. 65.

MacKinnon, A. R. "Toward More Effective Communication in Supervision," The Canadian Administrator, II (February, 1963), p. 20.

McLaughlin, J. W. and J. T. Shea. "California Teachers' Job Dissatisfactions," California Journal of Educational Research, XI (November, 1960), p. 216.

Moyer, D. C. "Leadership that Teachers Want," Administrator's Notebook, III (March, 1955).

Murray, T. H. "An Investigation into the Annoyances and Frustrations Which Cause Alberta Teachers to Quit Teaching," Alberta Journal of Educational Research, I (September, 1955), p. 31.

O'Connor, W. F. "A Study of Some Selected Factors Related to Teacher Morale," Dissertation Abstracts, XIX (1959), p. 1277.

Redefer, F. L. "Factors that Affect Morale," Nation's Schools, LXIII (February, 1959), p. 59.



Ross, R. T. "Optimum Order for the Presentation of Pairs in the Method of Paired Comparisons," Journal of Educational Psychology, XXV (1934), p. 375.

Saunders, J. O. L. "Teachers Evaluate Supervisors Too," Educational Administration and Supervision, XLI (November, 1955), p. 402.

Shuster, A. H. Jr. "Supervision and Non-Professionally Prepared Teachers," Educational Administration and Supervision, XLII (May, 1956), p. 280.

Strickland, E. C. "Orientation Programs for New Teachers in Ohio Schools," Educational Research Bulletin, XXXV (October, 1956), p. 169.

Strickler, R. W. "Follow Through with the First-Year Teacher," Educational Administration and Supervision, XLV (January, 1959), p. 1.

Tower, M. M. "A Study of Problems of Beginning Teachers in the Indianapolis Public Schools," Educational Administration and Supervision, XLII (May, 1956), p. 261.

Trask, A. E. "Principals, Teachers and Supervision: Dilemmas and Solutions," Administrator's Notebook, XIII (December, 1964).

Walker, R. L. "Factors Within the School Systems of Oklahoma Which Cause Teachers to Leave the Profession," Dissertation Abstracts, XVIII (1958), p. 1694.

Wallace, M. S. "The Induction of New Teachers into School and Community," North Central Association Quarterly, XXV (October, 1950), p. 238.

"Welcome to the New Teacher," NEA Journal, LII (October, 1963), p. 8.



## D. ESSAYS AND ARTICLES IN COLLECTIONS

Cartwright, D. "Achieving Change in People: Some Applications of Group Dynamics Theory," Readings in Human Relations, K. Davis and W. G. Scott, editors. New York: McGraw-Hill Book Co., 1959, p. 219.

Coutts, H. T. "Orientation: the Principal Helps the New Teacher," The Canadian School Principal, A. W. Reeves, et al., editors. Toronto: McClelland and Stewart, Ltd., 1962. p. 96.

Phimister, Z. S. "In-Service Education and the Induction Programme," The Canadian School Principal, A. W. Reeves, et al., editors. Toronto: McClelland and Stewart, Ltd., 1962. p. 88.

Pullen, H. "A Repertoire of In-Service Training Techniques," The Canadian School Principal, A. W. Reeves, et al., editors. Toronto: McClelland and Stewart, Ltd., 1962. p. 111.

Teitelbaum, D. "Teacher Consultants' Assistance with New Teachers," Supervisory Behavior in Education, B. M. Harris, editor. Englewood Cliffs: Prentice-Hall, Inc., 1963. p. 437.

## E. UNPUBLISHED MATERIALS

Fast, R. G. "Leader Behavior of Principals as it Relates to Teacher Satisfaction." Unpublished Master's thesis, The University of Alberta, Edmonton, 1964.

Formanek, S. C. "An Investigation of the Assistance Received by Beginning Elementary Teachers in the Calgary Public School System." Unpublished Master's thesis, The University of Alberta, Edmonton, 1965.

Hohn, E. G. "A Study of the Causes of Teacher Transfer in a School System." Unpublished Master's thesis, The University of Alberta, Edmonton, 1964.



Hrynyk, N. L. "Supervisory Needs: West Jasper Place Public Schools." Unpublished Master's thesis, The University of Alberta, Edmonton, 1963.

Kuefler, Sister M. C. "A Study of the Orientation Procedures for New Teachers in Selected School Systems." Unpublished Master's thesis, The University of Alberta, Edmonton, 1959.

Larson, O. P. "A Study of In-Service Education in the School Divisions and Counties of Alberta." Unpublished Doctoral dissertation, The University of Oregon, 1962.

Ziolkowski, E. H. "A Study of Practices Employed by High School Principals in the Supervision of Instruction." Unpublished Master's thesis, The University of Alberta, Edmonton, 1965.

#### F. NEWSPAPERS

The Ottawa Citizen, December 29, 1965.



**APPENDIX A**  
**BEGINNING TEACHERS QUESTIONNAIRE**



BEGINNING TEACHERS QUESTIONNAIRE

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA

EDMONTON

1966



Do not write your name or the name of your school on this questionnaire. When you have completed it, seal it in the envelope provided, and return it to the office. Thank you for your co-operation.

|                          |                               |                                  |
|--------------------------|-------------------------------|----------------------------------|
| 1. Age.....              | 2. Sex.....                   | 3. Teaching Certificate. (Check) |
|                          |                               | Int.H.S.A. (A) .....             |
| 4. Grades Taught (Check) |                               | Int.H.S.A. (B) .....             |
| Grade 9 .....            |                               | Letter of Standing .....         |
| Grade 10.....            |                               | T. S. S. .....                   |
| Grade 11.....            |                               | Letter of Permission .....       |
| Grade 12.....            |                               |                                  |
| Grade 13.....            | 5. Occupation before Teaching | .....                            |

The following are some of the problems most commonly experienced by beginning teachers. In each section the problems are paired in all possible combinations. Consider each pair as a separate item. Select the problem which you have found more serious during the year, and circle the letter A or B in the column headed "MORE SERIOUS PROBLEM". Then decide which one of the same two problems was more effectively helped by assistance from school personnel, and circle the letter A or B in the column headed "MORE HELP GIVEN", opposite that problem. Circle one letter only in each column for each pair of problems. Please make a selection for each pair even if the problems were minor for you.



| <u>Community and Role Adjustment</u>  | <u>MORE SERIOUS PROBLEM</u> | <u>MORE HELP GIVEN</u> |
|---|-----------------------------|------------------------|
| 6. (a) Becoming acquainted with the community.                                    | A                           | A                      |
| (b) Learning Board policies and procedures.                                       | B                           | B                      |
| 7. (a) Learning the rights and authority of a teacher.                            | A                           | A                      |
| (b) Becoming acquainted with the community.                                       | B                           | B                      |
| 8. (a) Solving personal problems of adjustment to the demands of the profession.  | A                           | A                      |
| (b) Learning Board policies and procedures.                                       | B                           | B                      |
| 9. (a) Becoming acquainted with the community.                                    | A                           | A                      |
| (b) Solving personal problems of adjustment to the demands of the profession.     | B                           | B                      |
| 10. (a) Learning Board policies and procedures.                                   | A                           | A                      |
| (b) Learning the rights and authority of a teacher.                               | B                           | B                      |
| 11. (a) Solving personal problems of adjustment to the demands of the profession. | A                           | A                      |
| (b) Learning the rights and authority of a teacher.                               | B                           | B                      |



|                |              |
|----------------|--------------|
| <u>MORE</u>    | <u>MORE</u>  |
| <u>SERIOUS</u> | <u>HELP</u>  |
| <u>PROBLEM</u> | <u>GIVEN</u> |

### School Orientation Problems

12. (a) Learning school policies and procedures. A A

(b) Becoming acquainted with school personnel. B B

13. (a) Adjusting your educational goals to those of the school. A A

(b) Learning school policies and procedures. B B

14. (a) Familiarizing yourself with your pupils' academic and social background. A A

(b) Becoming acquainted with school personnel. B B

15. (a) Learning school policies and procedures. A A

(b) Familiarizing yourself with your pupils' academic and social background. B B

16. (a) Becoming acquainted with school personnel. A A

(b) Adjusting your educational goals to those of the school. B B

17. (a) Familiarizing yourself with your pupils' academic and social background. A A

(b) Adjusting your educational goals to those of the school. B B



|                |              |
|----------------|--------------|
| <u>MORE</u>    | <u>MORE</u>  |
| <u>SERIOUS</u> | <u>HELP</u>  |
| <u>PROBLEM</u> | <u>GIVEN</u> |

### Subject Matter Problems

18. (a) Understanding subject content. A A

(b) Interpreting courses of study. B B

---

19. (a) Finding reference material. A A

(b) Understanding subject content. B B

---

20. (a) Adapting courses to varying abilities of pupils. A A

(b) Interpreting courses of study. B B

---

21. (a) Understanding subject content. A A

(b) Adapting courses to varying abilities of pupils. B B

---

22. (a) Interpreting courses of study. A A

(b) Finding reference material. B B

---

23. (a) Adapting courses to varying abilities of pupils. A A

(b) Finding reference material. B B

---

### Classroom Problems

24. (a) Understanding and motivating adolescents. A A

(b) Planning lessons. B B

---



MORE  
SERIOUS  
PROBLEM  
MORE  
HELP  
GIVEN

25. (a) Finding out what principal and supervisors think of your teaching. A A

(b) Improving teaching methods. B B

---

26. (a) Using teaching aids and audio-visual media. A A

(b) Understanding and motivating adolescents. B B

---

27. (a) Handling discipline problems. A A

(b) Planning lessons. B B

---

28. (a) Using teaching aids and audio-visual media. A A

(b) Finding out what principals and supervisors think of your teaching. B B

---

29. (a) Understanding and motivating adolescents. A A

(b) Handling discipline problems. B B

---

30. (a) Planning lessons. A A

(b) Improving teaching methods. B B

---

31. (a) Finding out what principal and supervisors think of your teaching. A A

(b) Understanding and motivating adolescents. B B

---



MORE SERIOUS PROBLEM

|  |   |   |
|--|---|---|
| 32. (a) Improving teaching methods.                                    | A | A |
| (b) Handling discipline problems.                                      | B | B |
| <hr/>  |   |   |
| 33. (a) Using teaching aids and audio-visual media.                    | A | A |
| (b) Planning lessons.  | B | B |
| <hr/>  |   |   |
| 34. (a) Understanding and motivating adolescents.                      | A | A |
| (b) Improving teaching methods.  | B | B |
| <hr/>  |   |   |
| 35. (a) Handling discipline problems.                                  | A | A |
| (b) Using teaching aids and audio-visual media.                        | B | B |
| <hr/>  |   |   |
| 36. (a) Planning lessons.  | A | A |
| (b) Finding out what principal and supervisors think of your teaching. | B | B |
| <hr/>  |   |   |
| 37. (a) Improving teaching methods.                                    | A | A |
| (b) Using teaching aids and audio-visual media.                        | B | B |
| <hr/>  |   |   |
| 38. (a) Handling discipline problems.                                  | A | A |
| (b) Finding out what principal and supervisors think of your teaching. | B | B |



MORE  
SERIOUS  
PROBLEM      MORE  
                  HELP  
                  GIVEN

Clerical Problems

39. (a) Keeping records and register.      A      A

      (b) Constructing tests and examinations.      B      B

---

40. (a) Obtaining supplies and equipment.      A      A

      (b) Keeping records and register.      B      B

---

41. (a) Evaluating and marking students' work. A      A

      (b) Constructing tests and examinations. B      B

---

42. (a) Keeping records and register.      A      A

      (b) Evaluating and marking students' work. B      B

---

43. (a) Constructing tests and examinations. A      A

      (b) Obtaining supplies and equipment. B      B

---

44. (a) Evaluating and marking students' work. A      A

      (b) Obtaining supplies and equipment. B      B

---



---

General Problems

45. (a) Adjusting to the community and to  
          your role as a teacher.      A      A

      (b) Orientating to the school, its  
          personnel, and its pupils.      B      B

---



MORE  
SERIOUS  
PROBLEM

MORE  
HELP  
GIVEN

46. (a) Coping with clerical problems. A A

(b) Solving problems of subject content. B B

---

47. (a) Solving classroom and teaching problems. A A

(b) Adjusting to the community and to your role as a teacher. B B

---

48. (a) Solving problems of subject content. A A

(b) Orientating to the school, its personnel, and its pupils. B B

---

49. (a) Solving classroom and teaching problems. A A

(b) Coping with clerical problems. B B

---

50. (a) Adjusting to the community and to your role as a teacher. A A

(b) Solving problems of subject content. B B

---

51. (a) Orientating to the school, its personnel, and its pupils. A A

(b) Solving classroom and teaching problems. B B

---

52. (a) Coping with clerical problems. A A

(b) Adjusting to the community and to your role as a teacher. B B

---



|   |   |  |   |
|---|---|--|---|
| <u>MORE</u><br><u>SERIOUS</u><br><u>PROBLEM</u> | A | <u>MORE</u><br><u>HELP</u><br><u>GIVEN</u> | A |
|---|---|--|---|

53. (a) Solving problems of subject content. A A

(b) Solving classroom and teaching problems. B B

54. (a) Orientating to the school, its personnel, and its pupils. A A

(b) Coping with clerical problems. B B

Teachers Only

Circle ONE answer to each of the following questions:

57. From whom did you receive the most help this year?

- A. FELLOW TEACHERS
- B. DEPARTMENT HEAD
- C. VICE-PRINCIPAL
- D. PRINCIPAL
- E. BOARD SUPERVISOR
- F. OTHER . . . . .



**APPENDIX B**

**PRINCIPALS' AND SUPERVISORS' FORM**



PRINCIPALS AND SUPERVISORS ONLY

Do not write your name or the name of the school or system on this questionnaire. When you have completed it, seal it in the envelope provided, and mail it directly to me. Thanks for your co-operation.

W. R. McGillivray

1. Position..... 2. No. of years in post.....
3. No. of years as teacher.... 4. Subject area.....
5. No. of beginning teachers supervised.....

The following are problems commonly experienced by beginning teachers. In each section the problems are paired in all possible combinations. Consider each pair as a separate item. Decide which of the two problems is more serious for beginning teachers and circle A or B opposite that problem in the column headed "MORE SERIOUS PROBLEM". Then decide which of the same pair received more help from school personnel during the year and circle the letter opposite that problem in the column headed "MORE HELP GIVEN". Circle one letter only in each column for each pair. Please make a selection for each pair even if you consider the problems to be minor.

(Remainder identical to teachers' form.)





**B29855**